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**A STUDY OF THE ADJUSTMENT
of
NEGRO BOYS DISCHARGED
from
MORRISON TRAINING SCHOOL**

INFORMATION BULLETIN No. 8

**North Carolina State Board of Public Welfare
Ellen Winston, Commissioner
Raleigh**

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A STUDY OF THE ADJUSTMENT OF NEGRO BOYS
DISCHARGED FROM MORRISON TRAINING SCHOOL
JULY 1, 1940 - JUNE 30, 1945

By

odman

John R. Larkins
Consultant on Negro Work

NORTH CAROLINA
STATE BOARD OF PUBLIC WELFARE
September, 1947



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no. 8

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Introduction

The first American institution for juvenile delinquents was opened in New York City in 1825. It was under the control of a private society called the New York Association for the Prevention of Pauperism, but the state made annual grants for its maintenance. The first institution of this type under state control was started in Massachusetts in 1847. Even this institution received private funds. By 1850, seven institutions had been opened, thirty-two more by 1875, and sixty-six more by 1900. From the first, it was contended that these institutions were not penal institutions or prisons, but schools. The contention was supported by the courts, especially by a Supreme Court decision regarding the institution in Philadelphia in 1828.¹

It was approximately 84 years after the first institution for juvenile delinquents was established in New York that North Carolina created a similar institution, Stonewall Jackson Manual Training and Industrial School for white boys at Concord, which opened in 1909. The State Home and Industrial School for white girls at Samarcand Manor, Eagle Springs, opened in 1918; the Eastern Carolina Industrial School for white boys opened in 1925; the Morrison Training School for Negro boys opened in 1925 at Hoffman; and the State Training School for Negro girls opened as a state operated and supported institution on July 1, 1944. The North Carolina Federation of Negro Womens Clubs had earlier established an institution for Negro girls at Efland, but it was forced to close because of lack of funds and public support. It was not until 1943 that the General Assembly

¹Sutherland, E. H., Principles of Criminology, New York, J. B. Lippincott Co., 1939, pp. 418-422.

of North Carolina appropriated enough money to establish an institution for Negro girls and operate it under state supervision.

The developments resulting in the establishment of Morrison Training School came slowly. In 1915 a small group of citizens in Charlotte, North Carolina, came together to start a "save a boy" movement for the colored juvenile delinquents of that city. From this apparently insignificant beginning the campaign developed into a state-wide drive for a training school for Negro delinquents, and in 1923, eight years later, such a school was established by legislation. At first a tract of land was purchased in Charlotte through private donations and a small building was erected for training purposes. This was not satisfactory. Because of the large number of boys needing institutional care, the interest in a training school for Negro boys became widespread throughout the state. Although there were numerous individuals who contributed to its final success, two loyal supporters stand out, Judge Heriot Clarkson of Charlotte, who later became an associate justice of the State Supreme Court, and Mr. Thaddeus L. Tate of the same city. Mr. Tate, a leader in the field of social welfare with a great humanitarian spirit, was a member of the Hoffman Board of Directors from its inception until the 1943 General Assembly established a central unified board of Correction and Training to direct the management of the existing institutions for juvenile delinquents.²

Although a bill establishing the school was passed by the General Assembly of 1921 and \$21,000 was appropriated, the money was not properly ear-marked and was spent for other

²Handbook of American Institutions for Delin-
quent Juveniles, 1st Edition, Vol. IV, Virginia-
North Carolina, New York, The Osborne Assci-
ation, Inc., 1943, pp. 507, 508.

purposes. In 1923, the General Assembly appropriated \$50,000 specifically for a "State Training School for Negro Delinquent Boys." The school, located in Richmond County near Hoffman, was officially opened January 5, 1925, with the arrival of the superintendent and his wife. There were only two acres cleared and a single building. The legislation establishing the school was enacted during the incumbency of Governor Cameron Morrison. As a tribute to him it was located in the county of his birth and named for him. The first building was Varser Dormitory named in honor of Judge Varser, a lawyer, who made an outstanding contribution in assisting in the establishment of the school by clearing the title for the land.

Morrison Training School may now receive all delinquent Negro boys under the age of 18 from any juvenile, state, or other court having jurisdiction over such boys, "where the public good would seem to be subserved thereby." In all cases of commitment the superintendent is to receive advance notice of commitments from the court. The law pertaining to admissions further provides that commitments to the school shall be for an indefinite period of time, the termination of which is to come within the boy's minority and is to be decided by the superintendent. Commitment to Morrison does not constitute a criminal record.

The 1947 General Assembly enacted legislation pertaining to many aspects of the institutions of the State. The admittance to state training institutions for the juvenile defender is contingent at all times upon the discretion of the State Board of Correction and Training and the superintendent of the institution.⁴

³Ibid., pp. 507-509.

⁴Chapter 226, Session Laws 1947.

During the period embraced by this study, July 1, 1940 - June 30, 1945, juvenile delinquency was discussed at great length throughout the United States. As this was true of the country at large, so was it with North Carolina. Much attention was given to the correctional institutions of the state and their programs. Morrison came in for its share of consideration. It underwent important changes in its administration during this period. The most important was the resignation of Rev. L. L. Boyd, superintendent, who had served the school from 1925 to 1944. Under his leadership, Morrison had grown from one building to the present twenty buildings. His contribution to the development of wholesome attitudes and good character, which he attempted to instill within all of the boys committed there, had a far-reaching and worthwhile influence upon a large number.

Mr. J. T. Anderson acted as superintendent from the date of Rev. Boyd's resignation until Mr. P. R. Brown, present superintendent, assumed the position as head of the institution on April 1, 1944. Mr. Brown has continued to carry on the work of his predecessor. In many areas, he has been able to establish new services and to expand and improve some of the existing ones.

Background of the Study: Recently, there has developed among the general public a desire to secure more factual information relative to the contribution of the training schools in the rehabilitation of individuals. Although the purpose of the training schools has been essentially remedial and does not attack the basic causes of the problems of the children committed to them, these institutions, because of their training and disciplinary programs, exert varying degrees of influence upon the boys and girls who have had experience in them. It is hoped that the boys and girls will leave the training schools with a more constructive philosophy of life, socially accepted attitudes, and a desire to

become worthwhile citizens. As a result of the public's general interest in training schools and the desire to secure factual and objective information on the boys discharged from Morrison Training School, Dr. Ellen Winston, Commissioner, North Carolina State Board of Public Welfare, recommended that a study of Morrison Training School be made through the Unit of Work Among Negroes. This study represents the first attempt to secure objective, statistical data on the adjustment of boys discharged from this institution.

There is a steadily growing recognition of the importance of the prevention of juvenile delinquency. There is also an increasing awareness of the importance of the correctional institutions' role in the treatment and rehabilitation of juvenile delinquents. The emphasis at these institutions is changing from that of custodial care to a serious consideration of the problems of the individual and the social, economic, mental, and physical factors which are contributory to the delinquent's problems. The institutions are realizing that they must gear their programs to meet the needs of those who must be temporarily removed from society. Mr. S. E. Leonard, Commissioner, State Board of Correction and Training, has attempted to secure adequate facilities for all of the schools under the supervision of the Board. He has given untiringly of his time and efforts in behalf of all of the training schools, including Morrison Training School. Various organizations have manifested an interest in the institutional programs of the state. The North Carolina Federation of Negro Women's Clubs has supported both Morrison and the State Training School for Negro Girls since their establishment. Other interested citizens and organizations have rendered inestimable service in behalf of the institution.

During the past decade, there has been a changing of attitudes in North Carolina toward

the training and treatment of juvenile delinquents. The 1943 General Assembly created the State Board of Correction and Training to centralize the administration of all institutions. The members of the individual boards of each institution were represented on the State Board. Prior to the creation of this Board, each school functioned under a separate board without any central clearing office. The 1947 General Assembly enacted legislation providing for a State Board of Correction and Training of nine members with the Commissioner of Public Welfare as an ex-officio member, this new Board replacing the larger Board created in 1945. With the creation of a centralized board of administration, a more effective, efficient, and comprehensive program is expected to be provided for those who require institutional care, re-education, and adjustment.

Along with the general changes of attitudes and thinking in the state relative to the preventive and treatment philosophy of delinquency, the General Assembly has responded to the requests of the Commissioner of Correction and Training and superintendents of the various institutions for increased appropriations. There has been a steady increase in financial support from legislature to legislature.

The superintendents of the training schools have worked untiringly to gear their programs to meet the needs of those for whom institutional placement was found to be necessary. They have been assisted not only by the board members of the institutions, the State Board of Public Welfare, and the General Assemblies of the past several years, but also by county superintendents of public welfare, juvenile court judges, and probation officers and their staffs. Miss Willie V. Small, Case Worker, Morrison Training School, has made a valuable contribution through her untiring efforts to develop full records on the boys.

Although North Carolina is moving forward in the development and expansion of facilities for the care of juvenile delinquents, there are many unmet needs in the program if the State is to measure up to the more progressive and liberal states in this area.

If this study of the adjustment of boys discharged from Morrison Training School provides an impulse to further the efforts in the study of causes and prevention of juvenile delinquency and stimulates the introduction of improved programs of training at training schools and better supervision of boys on their return to the community, its main purpose will have been fulfilled. This study was not undertaken to provoke radical changes or reforms, but in the hope that it might bring about some improvements in the State's system for handling juvenile offenders. The study is designed to project in bold relief the adjustment of a group of boys who were exposed to training school experiences and then returned to society. It is believed that when the public is acquainted with the situation, it will act intelligently and constructively to improve it.

Purpose: This study was undertaken to secure data on the adjustment of boys discharged from Morrison Training School from July 1, 1940 to June 30, 1945. What has happened to these boys has been a question frequently raised which needs to be answered. How many boys returned to a life of crime and delinquency? What proportion of them are rehabilitated? In how many are attitudes and behavior directed in accepted channels after their return to the various communities? Has the training school experience assisted them in later life? What permanent improvement in the behavior of the boys may be credited to the training school? This study attempts to answer many of these questions and to determine as accurately as possible the adjustment of the boys after they have left the institution.

The effectiveness and value of any correctional institution in working with individuals who have reflected behavior patterns which are not in harmony with those accepted by their communities can only be measured or evaluated by the influence it has exerted upon those who have had experience at the institution. The success of Morrison Training School may be measured to some degree by the adjustment of the boys and the extent to which its program has been able to direct their activities into constructive channels as reflected in their present behavior. If a large number of the boys have continued their delinquent behavior, it will be safe to assume that they have not made a satisfactory adjustment. However, the boys may be considered as having made a satisfactory adjustment if they have returned to society and have not been involved in further delinquencies or crimes and are employed in legitimate, gainful pursuits, or have returned to school to continue their education.

It is hoped that this study will assist training schools, juvenile courts, departments of public welfare, and the general public to work more closely together for the improvement of pre- and post-training programs to the end that the adequate adjustment of children with behavior problems may be facilitated.

Scope: As pointed out earlier, Morrison Training School is the state training and correctional institution for Negro boys, located near Hoffman, North Carolina. This institution has the responsibility of training and caring for all Negro boys under the age of eighteen committed by any juvenile, state, or other court having jurisdiction over such boys. Often boys are committed by Recorder's and Superior Courts because these courts have jurisdiction over a child 14 years of age charged with a felony for which the punishment is confinement of more than ten years in the State Penitentiary. The juvenile court has jurisdiction in cases of children

under 14 years of age and between 14 and 16 when the punishment for the offense is not more than ten years of confinement in a State prison. The 1947 General Assembly enacted legislation providing that the Governor of the State may by order transfer any person under the age of eighteen (18) years from any jail or prison in the state to one of the institutions, schools, or agencies of correction.

Since its establishment in 1925, hundreds of boys have been committed, trained, released and discharged from Morrison Training School. Some of the boys have benefited from the training received while others have not. This is the first attempt to do a follow-up study on the progress and adjustment made by the boys discharged from Morrison.

This study is concerned with all boys who were discharged from Morrison over a five year period from July 1, 1940 to June 30, 1945. Records at Morrison Training School, in the Division of Institutional and Protective Services of the State Board of Public Welfare, in local public welfare departments, and in juvenile and domestic relations courts were read in order to secure the list of all boys discharged during this period. Although strenuous efforts were put forth to exhaust all sources for boys who would be eligible for the study, there is a possibility that some boys have been omitted because of the inadequacy of records and the lack of definite policies or procedures on releasing or discharging the boys from the school and providing for their supervision by welfare departments and juvenile courts. The follow-up or supervision after the boy was returned to his community was often discontinued and contact with the school, department of public welfare, and juvenile court ended abruptly.

As a result of careful research, this study includes 272 boys who were found to have been discharged during the study period.

Method of Securing Data: The superintendent of public welfare is the chief probation officer in each county. In this situation usually there are close working relationships and cooperation in the work of the probation officers, superintendents of public welfare, and juvenile court judges.⁵

A copy of the schedule prepared for each boy in this study may be found in the Appendix of this report. A card file of the Division of Institutional and Protective Services on all of the inmates of the training institutions of the State was used to obtain the names of boys discharged from Morrison Training School during the study period. The card file also furnished information on the county from which the boy was committed, the date of commitment, date of conditional release, and the date of discharge.

Morrison Training School was visited to check records on each of these boys and to secure additional names or data if available. Institutional records for a ten-year period were read (1935-1945) and the names of 75 boys were added as a result.

Data for Section I of the schedule were secured from the records at Morrison Training School, juvenile and domestic relations courts, and county departments of public welfare by the director of the study, the superintendent of public welfare, juvenile court staff, and others. The schedules were then mailed to the superintendents of public welfare in the counties to which the boys had been released or discharged

⁵ Since January 1, 1946, county departments of public welfare report monthly to the State Board of Public Welfare on each case of juvenile delinquency which has had a hearing and on which a disposition has been made. Information is obtained on type of delinquency, race, sex, and age of child, and disposition of case.

so that Sections II and III could be completed. In a few counties the probation officers connected with the juvenile court completed Sections II and III.

When it was found that very few boys in the study were committed from eastern North Carolina despite the fact that the bulk of the Negro population is located in this area, the Commissioner of Public Welfare wrote to each superintendent of public welfare in this area requesting information on boys who possibly had been committed to the training school or had juvenile court histories of which the director of the study had not secured a record. This resulted in the discovery of approximately 40 more boys.

Every effort was made to obtain all information requested on the schedules, although it was impossible to get complete information in every case. Much information was unobtainable because accurate records were not kept. A large number of boys had left the counties from which they were committed. Often the persons with whom the boys had lived—parents, relatives, and friends—were illiterate and handicapped physically or mentally which made their information vague, indefinite, and questionable. Whenever possible, efforts were made to verify their statements so as to insure as much accuracy as possible. Almost all individuals contacted were very willing to cooperate in this study and to give as much information as they could.

School, draft board, and court and prison records were searched to secure data on boys. Several visits were made to Morrison Training School to compare data received from counties with records there. The director of the study contacted individuals and agencies in a number of states and cities outside of North Carolina to verify pertinent data relative to some of these boys. Many of the counties were visited by the director of the study in an effort to obtain additional data in order to complete the schedules.

Policies of School in Regard to Discharging Boys: After a boy has been in the school for a "period of time", consideration is given to his return to society. There is no "set" period of time, however, because a boy's readiness for release is determined by the evident adjustment he has made rather than by the length of time spent at the institution or by reaching a specific age. When it is discovered that boys have been enrolled who are mentally unable to profit by the training program, these boys are released as soon as the committing county is able to make arrangements to accept them.

The boys are usually conditionally released or paroled to a county superintendent of public welfare for supervision. The superintendent of the county to which the boys are paroled is supposed to make regular reports of the adjustment and activities of the boys to the Division of Institutional and Protective Services of the State Board of Public Welfare. Copies of these reports are later sent to the superintendent of the training school. Final discharge for the boys is based upon the recommendations in the reports of the superintendents of public welfare. Supervision is continued as long as it is felt necessary. It has been found that in many cases reports from the welfare departments have not been made according to plan.⁶ As a result, many of the boys have not been given final discharges by the institution until information has been received that they are in trouble, are serving a road or prison term, are in the armed forces, have moved out of the State, or have reached the age of twenty-one.

The following procedure was developed in handling cases of boys who had been conditionally released from the school but never formally discharged: If a boy over 16 years of age escaped

⁶ Much better reporting is now the rule than was true of most of the study period.

and was not apprehended for a period of three years during which time he did not become involved in further delinquency, he was considered discharged. If the boy had reached the age of twenty-one, he was considered discharged. If the boy over 16 who escaped did become involved in serious crime and was sentenced to the jail, the county road, or the penitentiary, he was considered discharged on the day the sentence was imposed. If a boy was inducted into the armed forces, he was considered discharged. If a boy left the state with the intention of permanently making his home with parents or relatives in another state, he was discharged after one year from the time he left the state. The boy remained conditionally released until a final discharge was granted by one of the methods stated above. Whenever the boy was not under the official supervision of the welfare department, training school, juvenile and domestic relations court, or probation officer, or given a final discharge on the recommendation of the superintendent of public welfare for good behavior, he was considered discharged.

Place From Which Boys Were Committed to Training School

Although the majority of the Negroes in North Carolina are located in rural areas, (the largest number of boys committed to Morrison Training School) from July 1, 1940, to June 30, 1945, (was from urban areas. Over one-half of the boys were from the counties which contained cities of 10,000 or more. Fifty-three per cent of the boys were from 12 counties.) Counties from which the majority of the boys were committed were located in the industrial area of the State. Thirty-five per cent of all boys came from 6 cities in the industrial section. These data are revealing because the eastern section of the state where the bulk of the Negroes are living in small communities and engaged principally in agricultural pursuits did not contribute a proportionate number of boys in relation to the total Negro population of the state.

Joseph S. Himes, Jr., in The Negro Delinquent in Columbus, Ohio, 1935, indicated that the social and delinquent characteristics of the delinquent population exhibit variations correlative with the social structure of the community.⁷

Charles S. Johnson in his study of The Negro in American Civilization assigned the causes for Negro juvenile delinquency to the following: low wages, which make it necessary for both parents to work away from home, leaving the children without proper supervision; broken homes; and lack of supervised recreation.⁸

⁷Himes, Joseph S., Jr., The Negro Delinquent in Columbus, Ohio, 1935, Ph.D. Dissertation, Ohio State University, Columbus, 1938, p. 217.

⁸Johnson, Charles S., The Negro in American Civilization, New York, Henry Holt and Co., 1930, pp. 333-334.

Clifford R. Shaw, in Delinquency Areas, sought to show the relation between locale and cultural, economic and social conditions associated with juvenile delinquency.⁹

The high rate of delinquency in the counties where the large industrial cities are located reflects the general conditions of the Negro communities which are characterized by deterioration and social disorganization. These factors may be responsible for a high rate of delinquency and, consequently, in more commitments to training institutions.

Whether the number of Negro boys from rural areas included in this study was small because of the small amount of delinquency in these communities or because so few boys were arrested and brought before the court is hard to say. In some instances boys were not admitted to the training school because of the lack of available space. It may be that since life is not as complex in these areas problems of delinquency, when discovered, are more easily adjusted unofficially without juvenile court proceedings. There is no factual evidence to sustain either of these theories. It may be, as numerous social scientists have indicated, that the social pressures and folkways of rural life act as restraining influences and are helpful in inducing social conformity to an accepted pattern of behavior. However, regardless of the contributing factors, and other forces producing delinquent behavior in the Negro boys of North Carolina, the majority of them were committed to Morrison from urban areas.

⁹Shaw, Clifford R., Delinquency Areas, University of Chicago Press, Chicago, 1929.

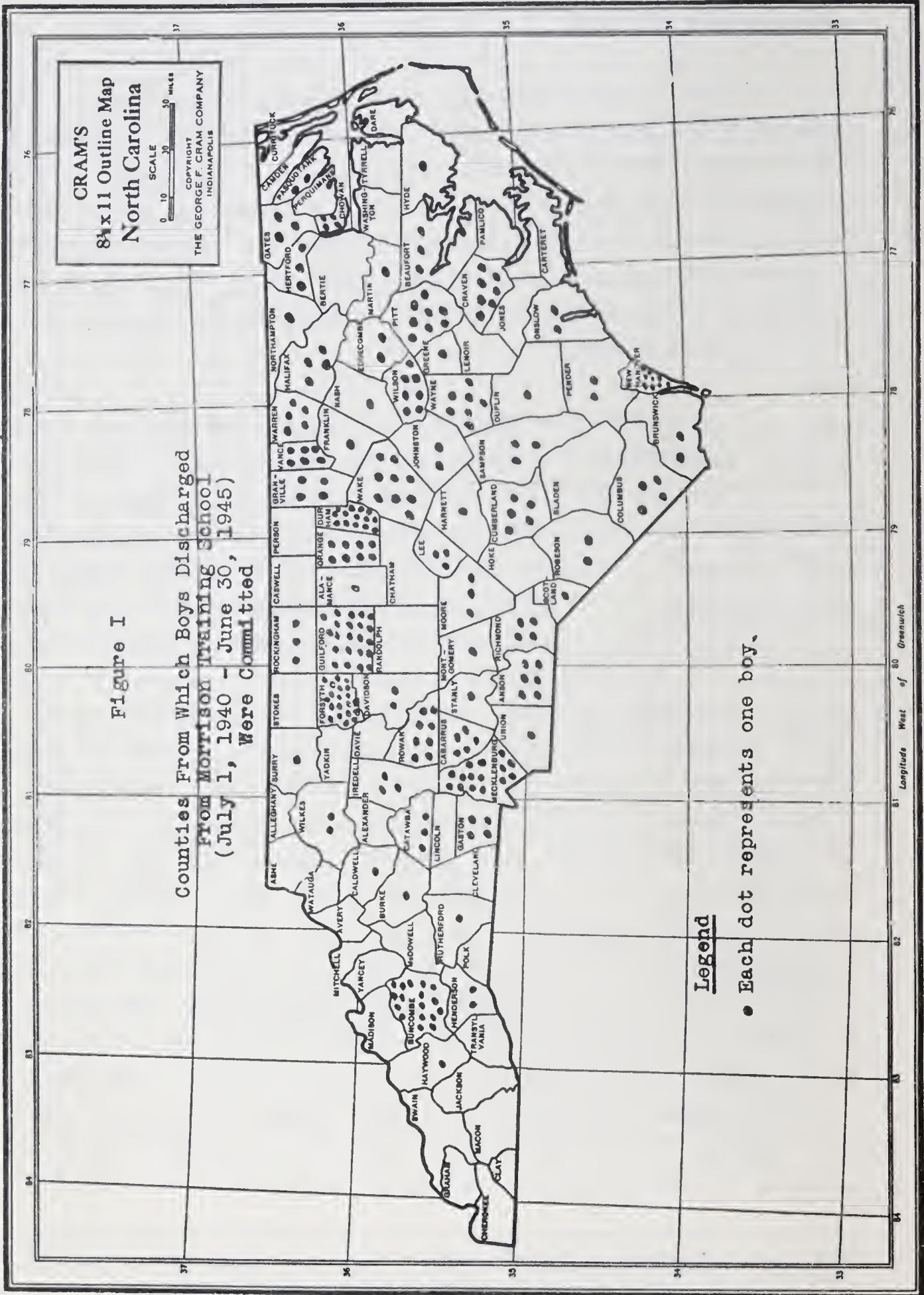


Table 1. Place of Residence of Boys
at Time of Commitment

Place of residence	Number	Per cent
Total...	272	100.0
In urban area.....	211	77.6
In rural area.....	61	22.4
Farm.....	29	xx
Non-farm.....	32	xx

The variation in residence of the boys committed to Morrison does not follow the pattern of the population. With the majority of the Negroes living in rural areas, only 22.4 per cent of the boys committed to Morrison were from these areas.¹⁰ The urban areas contributed 77.6 per cent of the total number of the boys discharged from Morrison during the five-year period. It may be safe to assume that a large number of these boys had recently moved into the urban areas from rural sections. In practically every city with a population of 10,000 or more, the boys were committed to Morrison from the areas of the city which had been distinguished by a high rate of juvenile delinquency or crime. In Raleigh, Charlotte, Winston-Salem, Asheville, Durham, Greensboro, High Point, Goldsboro, Wilson Salisbury, and Wilmington, the areas of

¹⁰

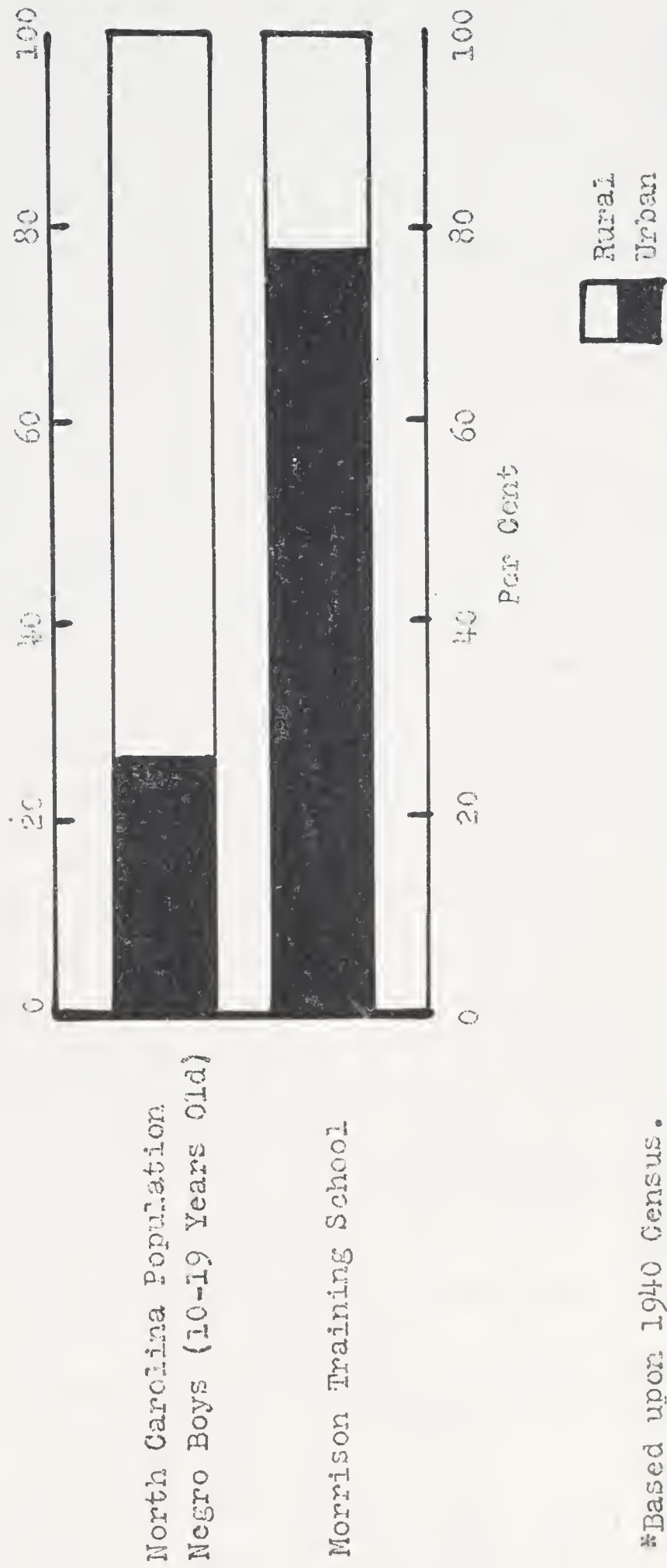
Farm-any tract of land outside an incorporated area of 2,500 or more inhabitants on which agricultural operations are carried on if it (1) has 3 or more acres, or (2) produced \$250 worth of agricultural commodities during the year prior to the census enumeration even if the area be less than 3 acres.

Nonfarm-an area with less than 2,500 inhabitants which does not constitute a farm as defined above.

greatest deterioration and social disorganization produced the largest proportions of boys. This fact indicates the close relationship between the community situation and juvenile delinquency.

FIGURE II

PER CENT DISTRIBUTION OF NEGRO BOYS, 10-19 YEARS OF AGE IN NORTH CAROLINA,* AND OF NEGRO BOYS DISCHARGED FROM MORRISON TRAINING SCHOOL, BY PLACE OF RESIDENCE



*Based upon 1940 Census.

Age of Boys When Admitted to Training School and Length of Time Spent in Training School

Morrison Training School is designated the legal responsibility of receiving and training Negro delinquent boys under the age of 18 from any juvenile, state or other court having jurisdiction over such boys. In all cases the superintendent of Morrison Training School is to receive advance notice of commitments from the court and has the discretion to approve or disapprove admissions as they may be deemed advisable under the circumstances.

Table 2 indicates that the school was operating according to its legal responsibilities with regard to age in the admittance of boys. Only 5 of the boys discharged had been admitted at an age which exceeded the legal age. One hundred and fifty-seven boys, or 58 per cent, were admitted at ages 14, 15, and 16. There were 51 boys, or 19 per cent, who were admitted when 13 years old and 43, or 16 per cent, admitted when 12 years old. There were only 20 boys, or 7 per cent, admitted who were 9 to 11 years old.

The length of time spent at Morrison is contingent upon the boy's behavior and adjustment. If his adjustment reflects improved attitudes and progress in socially accepted behavior, he is not kept as long as other boys who do not show such marked improvement. From all indications the boys, during the period of this study, were considered to have made rapid strides in adjustment and behavior improvement because their length of stay was relatively short. The average time that the boys were kept at the school was approximately 18 months. One hundred and seventy-three, or 64 per cent of the boys, spent 1 year but less than 2 years at the school, which is about the average period. Seventeen per cent of the boys spent less than 1 year at the school and 16 per cent spent at least 2 years but less than 3. The remaining 3 per cent spent 3 years or more. Only 2 boys spent over 5 years.

Table 2. Age of Boys When Admitted to Training School
and Length of Time Spent in Training School

Age when admitted	Total	Length of time spent in training school						
		Less than 1 yr.	1 yr. less than 2	2 yrs. less than 3	3 yrs. less than 4	4 yrs. less than 5	5 yrs. less than 6	Not reported
Total--	272	46	173	43	7	-	2	1
9 years-	1	1	-	-	-	-	-	-
10 years-	9	1	3	4	-	-	1	-
11 years-	10	-	5	4	1	-	-	-
12 years-	43	3	26	10	3	-	1	-
13 years-	51	7	39	5	-	-	-	-
14 years-	76	15	50	10	-	-	-	1
15 years-	76	18	46	9	3	-	-	-
16 years-	5	1	3	1	-	-	-	-
Age not reported-	1	-	1	-	-	-	-	-

Year of Conditional Release and of Discharge of Boys From Training School

After a boy has been committed to the training school and has spent a period of time there, he is eligible for conditional release if his behavior indicates he has improved and is on the way to making a better adjustment. It is necessary for the boy to show marked improvement in attitudes and behavior before release is considered. Conditional release is an important aspect of the training program of any institution, because on the return of the boy to the community, the school's work is often judged by the boy's behavior or attitudes. Frequently, there are hostile attitudes or feelings toward the boy; therefore, the boy, the training school, and the community are on trial because of the expectation of reform in his behavior after leaving the school.

The length of time boys had been conditionally released and time elapsed since discharge were in marked contrast. A larger number of boys were discharged from the school during 1944 than during any other year. During this year, 33 per cent of the group were discharged; only 11 per cent of the boys were conditionally released during 1944. Twenty-two percent of all boys discharged 1940-1945 were discharged during 1945, while there were only 3 boys conditionally released during the year. There were 5 times as many boys conditionally released in 1940 as discharged (Table 3). The boys discharged during 1940-1945 do not represent all discharges during these years because the study only embraces the last half of 1940 and the first half of 1945.

When the boy has been conditionally released, he returns to the community and is usually under the supervision of the superintendent of public welfare or the juvenile court. Periodic reports are supposed to be made to the superintendent of the training school on the progress and adjustment of the boy. Recommendations of continued

Table 3. Year of Conditional Release and of Discharge of Boys
From Training School

Year of conditional release	Total	Year of discharge					
		1945	1944	1943	1942	1941	1940
Total....	272	61	90	57	39	17	8
1945.....	3	3	xx	xx	xx	xx	xx
1944.....	29	18	11	xx	xx	xx	xx
1943.....	49	18	25	6	xx	xx	xx
1942.....	62	9	22	25	6	xx	xx
1941.....	58	7	18	15	12	6	xx
1940.....	44	4	8	8	14	6	4
Before 1940.....	26	2	6	3	6	5	4
Not reported.....	1	-	-	-	1	-	-

supervision or discharge are made by superintendent of public welfare or probation officer of the juvenile court to the superintendent of Morrison. These recommendations are contingent upon the behavior or evident adjustment made by the boy after he has been in the community for a period of time. If the boy has not been involved in further trouble, or if he has been in trouble and it has resulted in a prison or road term, the boy is automatically discharged.

Charges on Which Boys Were Committed to Training School

The commitment of a boy to Morrison Training School usually marks the culmination of many disintegrating factors. Although some of the boys were committed to the training school on their first appearance before the juvenile court because of the seriousness of the offense, this usually was not the situation (Table 5). Often many factors contributed to the final commitment. It would be difficult to ascribe such maladjustment or delinquency to any single factor, because in many cases a multiplicity of unfavorable influences was responsible for the commitment.

Table 4. Charges on Which Boys Were
Committed to Training School

Charge	Number	Per cent
Total	272	100.0
Burglary or unlawful entry and robbery..	75	27.6
Other theft.....	109	40.1
Being ungovernable...	21	7.7
Violation of probation.....	13	4.8
Injury to person.....	9	3.3
Sex offense.....	5	1.8
Truancy.....	3	1.1
Other delinquent behavior.....	37	13.6

The most frequent charge on which the boys were committed to the training school was some type of theft. Of the 272 boys included in the study, 184 or 68 per cent were committed for this reason. "Other theft" contributed 109 or 40 per cent of the commitments. This category included any type of larceny or stealing except automobile theft, burglary or unlawful entry, and robbery.

Juvenile and Other Court Hearings Prior to and Since Release From Training School

The data on the total number of juvenile court appearances of the boys prior to commitment and since release from the training school were revealing. Sixty-three per cent, or 172, were recidivists. Some of them appeared before the court as many as 4, 5, and 6 or more times.

After their release from Morrison Training School the boys were not brought before the juvenile courts in any appreciable numbers. However, this does not mean that they were not involved in further difficulty with the law and had not committed delinquency or crime of more serious nature which was responsible in bringing them before other courts (Table 6). There were 13 known cases in which boys were brought before the juvenile court after their release from the training school. About one-third of the boys were 15 years of age and over when committed and would have been beyond the juvenile court age when released. This would mean hearings in other courts if they became involved in trouble. Only one boy was committed two times to the training school and information on one boy was not available.

The policies and procedures of the juvenile courts vary throughout the state on cases handled officially. Therefore, it is difficult to determine to any accurate extent the number of hearings, prior to and since release. Prior to commitment in many of the counties the cases were handled unofficially by the superintendent of public welfare and there were not any official records until the boy was committed. Especially was this the case in the small or rural counties. Therefore, the data in Table 5 cannot be considered as covering all known delinquencies but rather as a definite understatement of conditions.

Table 5. Number of Hearings Before Juvenile Court
Prior to Commitment and Since Release From Training School

Prior to and including hearing at which last commitment to training school was made	Total	None	Since release from training school		
			1 hearing	2 hearings	Not reported
Total-----	272	235	12	1	24
No hearings*-----	9	9	-	-	8
1 hearing-----	88	78	2	-	7
2 hearings-----	68	58	3	-	2
3 hearings-----	62	54	6	-	5
4 hearings-----	19	13	-	1	-
5 hearings-----	13	12	1	-	-
6 or more hearings-----	10	10	-	-	-
Not reported-----	3	1	-	-	2

*Commitments made through Superior Court on the recommendation of superintendent of public welfare and juvenile court judge.

Over three-fifths (63 per cent) of the boys for whom the information was available had appeared before courts other than juvenile courts. Of this number, approximately three-fourths had appeared one time, and one-fourth had appeared two or more times before other courts. These data are particularly significant because they reflect the seriousness of the offenses committed by the boys.

Information for 59 (22 per cent) of the boys was not secured on the number of times before other courts and 79 (29 per cent) had not been before other than juvenile courts prior to and since their release from the training school.

About two-thirds of the boys appearing before other courts, after release from Morrison, had been involved in trouble of a particularly serious nature. Definite information was available for 99 boys who had hearings before courts other than the juvenile court after release from the training school. Of the 99 boys, 73 had had one hearing, 15 had had two hearings, and 11 had had three hearings or more. The majority had served road or prison sentences for larceny, burglary, breaking and unlawful entry, and highway robbery. These offenses were similar to those for which they were committed to Morrison.

Of the 213 boys for whom information with regard to court hearings since release was obtained, 112 had had at least one hearing in either the juvenile court or other courts.

Table 6. Number of Times Appearing Before Juvenile Court and Other Courts Prior to and Since Release From Morrison

Number of times appearing before juvenile court	Number of times before other courts				
	Total	None	1 time	2 times	3 or more times
Total--	272	79	95	24	15
None----	9	-	7	2	-
1 time----	78	24	30	6	16
2 times----	60	17	18	10	11
3 times----	57	20	23	3	7
4 times----	19	8	8	-	1
5 times----	12	3	6	-	2
6 or more times----	12	3	2	1	4
Not reported----	25	4	1	2	18

Family History of Crime and Delinquency

It was impossible to determine accurately the extent to which there were crime or delinquency records among the families of the boys since it was not possible to get this information for 90 of the 272 boys included in the study. It is known, however, that 77 boys, or 28 per cent, did not have family members with crime and delinquency records.

Criminality in the family of the delinquent boys was found to be generally present in 58 per cent of the families of the boys for whom information was available.

Of the 105 boys for whom there were records of crime and delinquency for other members of the family, the number of hearings for such members ranged from 1 to 6.

Table 7. Crime and Delinquency Record of
Other Members of Boys' Families
by Relationship

Relationship to boy	Total	Number of hearings			
		1	2	3	4 or more
Total--	133	87	27	8	11
Parents-----	51	36	8	1	6
Brothers and sisters-----	72	42	18	7	5
Other members of family----	10	9	1	-	-

Represented in the families of the boys whose families had court records were parents, brothers and sisters, grandparents, aunts, uncles, nephews, and nieces, a total of 133 family members. Of the 133 family members, 51 were parents, 72 brothers and sisters, and 10 other members. There were 46 who had had more than one court appearance. Eleven had had 4 or more hearings.

Contacts with Social Agencies

Further light is thrown on the social and economic status of the families of the delinquents by data on the assistance rendered by various social service agencies. Of the 272 boys, 271 were in families which had received assistance from a social service agency prior to commitment. Two hundred and ten (77 per cent) of the families had been active cases with the county welfare department only; 30 (11 per cent) were known both to the department of public welfare and to other social service agencies; 31 (11 per cent) had been receiving services from the domestic relations courts, juvenile courts, and other combinations of service or assistance. One boy had been taken to the school by interested individual because of neglect.

A large number of the boys and their families were known to the juvenile court and department of public welfare because of services rendered by these agencies. Most of the boys coming before the juvenile court were probably placed on probation to the department of public welfare before resorting to commitment to a training school. The juvenile court usually gives service to the boys or their families through probation officers connected with the court.

The types of aid received by the boys and their families do not substantiate the theories of many individuals that monetary assistance is the basis of most of the delinquency; however, it is an accepted theory that financial assistance is important. Only 58 of the 272 families received financial assistance from the departments of public welfare.

Over three-fourths (208) of the boys and their families receiving aid from social agencies were service cases. Slightly less than one-

Table 8. Social Agencies Aiding Boys' Families
and Type of Aid Received

Type of social agency	Total	Type of aid received			
		None	Service only	Financial aid only	Service and financial aid
Total	272	1	208	1	62
None	1	1	xx	xx	xx
County welfare department	210	-	164	-	46
County welfare department and other	30	-	18	1	11
Domestic relations court	13	-	13	-	-
Juvenile court	11	-	10	-	1
Other combinations	7	-	3	-	4

fourth (62) were recipients of service and financial aid, while one boy received financial assistance only.

The large number of boys and their families receiving some type of service or assistance from the social welfare agencies indicates the general presence of socio-economic problems. It also is a barometer of the disintegration and general break-down in family life which reflects frustration, maladjustment, and the need for guidance among the group in general.

The Homes of the Boys

Broken homes, illegitimacy, and death of parents have often been given undue credit for careers of delinquency and crime. The importance of the home, family relationships, or in general the socio-psychological configurations of the family are all important and have an influence on the members of the family to a great extent.

In 28 per cent of the cases, the boys' parents were married; in 18 per cent they were unmarried; and in 18 per cent they were divorced, separated or deserted. There were 6 per cent of the cases in which both parents were dead and 27 per cent of the cases in which one parent was dead. Information was not reported on 7 cases

Table 9. Marital Status of Boys' Parents

Marital status	Number	Per cent
Total-----	272	100.0
Married-----	75	27.6
Divorced, separated or deserted-----	49	18.0
Unmarried-----	50	18.4
Both parents dead----	17	6.2
Father dead-----	40	14.7
Mother dead-----	34	12.5
Not reported-----	7	2.6

It is safe to assume that the high incidence of broken homes as the result of death, divorce, desertion, and the absence of parents from the majority of the homes had a far-reaching influence upon the behavior and adjustment of the boys.

Occupational Status of Boys' Parents

The type of employment an individual is able to secure is important. Usually it determines the socio-economic status of the family and reflects the conditions of the home. The types of jobs held by the parents of these boys follow the same pattern of unskilled and low-paying employment opportunities afforded the majority of Negroes in the general population. In this study, the parents occupied a precarious position in the labor force. The majority of them were located at the bottom of the employment pyramid.

Although information as to wages was not secured, sufficient evidence was obtained about the employment of the parents to indicate the relatively low economic status of the home. Approximately 17 per cent of the boys' parents were reported as dead. There was no report for 34 per cent. Of the 49 per cent, or 132, for whom employment status was reported, 17 were reported as not employed. Of the 115 reported to be employed, most were engaged in day labor or other unskilled pursuits, while common labor engaged the largest number of fathers. A few were farmers or tenants, while the semi-skilled or skilled group included brick masons or plasterers, truck drivers, carpenters or carpenters' helpers, and factory workers. Only one father was reported as operating a business of his own. This man owned and operated a shoe repair shop.

As in the case of the fathers, the majority of the mothers were employed. Of the 224 mothers for whom information was available, 19 per cent were dead and 23 per cent not engaged in gainful occupations. As would be expected, the largest number of mothers was employed in personal and domestic service, 33 per cent falling into this classification. Other employment was W. P. A. projects, laborers, odd jobs, and other in 15 per cent of the cases. Factory workers and

laundry or sewing at home absorbed 10 per cent of the employed mothers. Practically all of the mothers employed in factory work were in the tobacco industry located in Winston-Salem.

Table 10. Type of Employment of Boys' Parents

Employment of father	Total	Mother dead	Employment of mother								Not reported
			Unem- ployed	W.P.A. employ- ment	Odd jobs	Laborer	Personal and domestic service	Factory worker	Laundry or sewing at home	Other	
Total	272	43	52	9	4	11	73	10	12	10	48
Father dead	47	10	5	4	-	1	10	2	4	-	11
Unemployed	17	2	6	-	-	-	7	-	1	-	1
W.P.A. employment	17	5	5	-	-	-	2	2	-	-	3
Odd jobs	6	-	-	-	-	-	3	-	1	1	1
Farmer or tenant	21	3	3	-	-	4	3	1	-	-	2
Personal and domestic service	9	1	-	-	1	-	6	-	-	-	1
Factory worker	6	2	-	-	-	-	1	-	2	-	1
Laborer	29	4	10	1	1	1	7	1	-	-	4
Cook or baker	6	1	2	-	-	-	-	-	2	1	-
Semi-skilled or skilled	21	2	4	1	-	-	8	2	1	1	1
Not reported	93	13	12	3	2	4	26	2	1	7	23

Educational Achievement

Studies have shown many times over the close relationship between inadequate education and crime or delinquency. They have also indicated the contribution education has made in the prevention, treatment, and eradication of undesirable behavior. Other studies have shown that the lack of education among youth often has been responsible for adult crime in later years.

During the past three decades, North Carolina has attempted to develop educational facilities to meet the needs of its total population as adequately as possible. The Negro population, under this development program, has come in for gains through the establishment, expansion and improvement of educational facilities. There are no doubts that the total Negro population in North Carolina has made marked strides in the field of education. Despite this progress, there remain far too many Negroes unable to read and write.

The Morrison boy, from data on educational achievement, was retarded. Of the 228 boys for whom information was available, four had not achieved one grade at the time of commitment. For those reporting, at the time of investigation, only one boy was in this category. On practically every educational level which was reported, the boys made definite progress between commitment and time of investigation. Two hundred and thirteen boys had completed grades from the first through the seventh at the time of their commitment. Only 11 had gone beyond the seventh grade or reached high school.

Information on the school status of the boys in many instances was not available at the time of investigation because a large number of the boys had left their communities and the state. This information on grade completed at

Table 11. Last Grade Completed in School by Boys at Time of Commitment and at Time of Present Investigation.

Last grade completed	At time of commitment		At time of present investigation	
	No.	Percent	No.	Percent
Total-	272	xx	272	xx
No information available-----	44	xx	163	xx
Information available-----	288	100.0	109	100.0
None-----	4	1.7	1	0.9
First grade---	16	7.0	2	1.8
Second grade--	33	14.5	5	4.6
Third grade---	47	20.6	16	14.7
Fourth grade--	31	13.6	10	9.2
Fifth grade---	35	15.4	10	9.2
Sixth grade---	31	13.6	17	15.6
Seventh grade-	20	8.8	20	18.3
Eighth grade--	6	2.6	9	8.3
Ninth grade---	3	1.3	6	5.5
Tenth grade or more-----	2	0.9	13	11.9

the time of investigation was secured for 109, or 40.1 per cent, of the 272 cases. The figures do indicate that the boys went to school while in training school and made some progress.

The Intellectual Handicap of Boys

In order to plan and work effectively with individuals who have reflected behavior patterns which are not socially accepted, it is desirable to have scientific data on their physical and mental abilities. This study does not include consideration of the physical handicap of the boys; however, it is possible that some of the boys' behavior was conditioned by physical defects which contributed to their apparent delinquency.

Normal individuals (physical and mental) living under minimum decent socio-economic conditions are not as likely to become involved in crime and delinquency as those who are handicapped. Of the 272 boys embraced by the study, 66 (20.7 per cent) were known to have had psychological tests.

Table 12. Results of Psychological Tests

Intelligence quotient	Number of boys	Description of test result
Total tested	66	xx
90 - 109 -----	1	Average
80 - 89 -----	6	Dull
70 - 79 -----	7	Inferior
60 - 69 -----	28	Borderline
40 - 59 -----	24	Moron

Of the 66 boys having psychological tests, only one had an I.Q. which could be classified as average (90-109). There were six in the dull group (80-89) and seven classified as inferior (70-79). Over three-fourths were classified as borderline (60-69) and moron (40-59) by psychological tests. As the intelligence rating

might indicate, these boys were definitely retarded mentally. There are possibilities of there being a close relation between their socially undesirable behavior and subnormal mental abilities.

Marital Status and Number of Children of Boys

Information was available on the marital or family status of 199 of the boys for the post-institutional period. There were 37 married; 159 single and 3 separated from their spouse by divorce, separation, or desertion.

Table 13. Marital Status
and Number of Children of Boys

Marital status	Total	Number of children				
		None	1	2	3	Not reported
Total-	272	126	13	3	1	129
Married-----	37	12	10	3	-	12
Single-----	159	101	1	-	1	56
Separated-----	3	1	2	-	-	-
Not reported--	73	12	-	-	-	61

As has been indicated, the proportion of boys marrying after training school was relatively low; however, a large number of the boys were too young to marry. Only 17 of the discharges acknowledged the paternity of children, of which 13 reported 1 child, 3 reported 2 children, and 1 reported 3 children. One hundred and twenty-nine did not report their paternity status.

Although a large number of the boys did not report their marital and paternity status, the majority of those reporting appeared to have made a satisfactory adjustment.

Despite the small number of cases and the inadequacy of data on marriage and family, it may be safe to presume that successful marriages assisted in removing some of the difficulties to clear the way for a better adjustment and more stable way of life for the discharges after the training school experience.

Military Experience of Boys

On the basis of the data available, a representative number of the boys contributed to the war effort through military services. There are possibilities of others making contributions through employment channels in defense occupations, although there are no data available on this situation. Because of the inadequacy of data, it is impossible to secure the number of boys rejected due to physical, mental, and educational deficiencies. It would be safe to assume that a large number were rejected because of educational attainment, mental retardation, and records of crime or delinquency as indicated elsewhere in the study.

Over one-half of the boys reported that they had not had military service. Of the number not serving in the armed forces, approximately one-fourth were too young as they were under 18 years of age. Approximately one-third had entered the armed forces. There were 38 who did not indicate their military status. Of the 92 having had military experience, the largest number (32) had served 2 years but less than 3. The second frequency was those who had 3 years but less than 4, 19 boys. Twelve had served less than 1 year and 7 served 4 or more years. As has been indicated previously in this study, these boys were to a large extent mentally retarded and some probably had physical defects. Usually the boy was from a rather precarious socio-economic setting. These factors influenced the acceptance and rejection rates by most military authorities. Some of the boys who moved to other communities or states may have been inducted, but this information was not known by the people of the community from which the boy had been committed to Morrison. Of the group serving in the armed forces, over two-thirds of those specifying were in the army and about one-third in the navy. Thirty-eight did not report their branch of military service.

Table 14. Number of Years Served in Military Service and Branch of Service

Number of years in military service	Total	Not in service	Branch of service			Not reported
			Army	Navy	Marine Corps	
Total	272	142	63	26	3	38
Boys under 18 years of age	33	33	xx	xx	xx	xx
Boys 18 years of age or over	109	109	xx	xx	xx	xx
None	12	xx	9	3	-	-
Less than one year	11	xx	8	3	-	-
One year	32	xx	22	9	1	-
Two years	19	xx	16	3	-	-
Three years	5	xx	3	1	1	-
Four years	2	xx	-	1	1	-
Five years or more	38	xx	-	-	-	38
Not reported whether in service	11	xx	5	6	-	-
Not reported						

Rank Achieved in Military Service

From all indications the progress of these boys in the armed forces was not very rapid. The element of time did not exert any undue influence upon the last rank achieved. Of the 72 boys with military experience for whom rank was reported, 34 did not advance beyond the rank of private which was the rating at the time of induction; only 9 advanced to corporal and 12 advanced to sergeant. In the navy, the majority of the boys were in the classification of apprentice seaman, 12 having this rating. Only 5 were able to advance to the rating of petty officer.

The boys who had not advanced beyond the rating of private had been in the army from less than one year to 4 years. For the corporal grade, the boys had been in the army over 1 year but not more than 3 years. The minimum period of time in which the rank of sergeant was achieved was 2 years (Table 15). From the available data, it was more difficult for a boy to secure an advance in rating in the navy than in the army. There were only 5 boys achieving a rating of petty officer. The minimum and maximum periods of time which were involved in the boys securing ratings in the navy were practically the same as in the army. One boy had achieved the rating of chief petty officer after he had served in the navy over 5 years. Some of the boys volunteered for service in the merchant marine and achieved ratings. The number included in this branch of service was not available. It is safe to assume that some boys enlisted, some were drafted, and others volunteered from other states. In a number of cases, parents, neighbors, or friends in the community indicated the boy had been in the service but the place of his induction was not known. The draft board's records of volunteer enlistments in some areas did not reveal boys who were in the armed forces at the time of the study.

Table 15. Number of Years Served in Military Service
and Last Rank Achieved

Number of years in military service	Total	Last rank achieved							Not reported
		None	Pri- vate	Cor- poral	Ser- geant	Sea- man	Petty Officer		
Total	272	142	34	9	12	12	5	58	
Boys under 18 years of age-----	33	33	xx	xx	xx	xx	xx	xx	
Boys 18 years of age or over:									
None-----	109	109	xx	xx	xx	xx	xx	xx	
Less than one yr.	12	xx	8	-	-	3	-	1	
One year-----	11	xx	5	3	-	2	-	1	
Two years-----	32	xx	9	4	7	5	2	5	
Three years-----	19	xx	8	2	4	1	2	2	
Four years-----	5	xx	2	-	1	-	-	2	
Five years or more	2	xx	-	-	-	-	1	1	
Not reported-----	11	xx	2	-	-	-	-	8	
Not reported whether in service-----	38	xx	-	-	-	-	-	38	

Type of Employment and Occupational Status

The types of employment reported by the Morrison boys after leaving the institution reflect the low socio-economic and cultural status of the group. It also follows the employment opportunities available to Negroes in the population at large who lack special training.

The type of employment in 108 or 40 per cent of the cases was not reported. Of those reporting their occupational status, 73 were unemployed, 52 were employed full-time, and 16 part-time. Twenty-five were in the armed forces. Only four were employed on a seasonal basis and two were self-employed.

Of the 99 reporting employment, over one-half were engaged in full-time non-seasonal work. There were 4 automobile mechanics, 2 cement finishers, 1 cook, 1 musician, 1 shoe repairer, 1 boxer, 2 clothes pressers, 1 butcher, 1 assistant at a theatre, 1 taxi driver, 4 employed in street trades, 8 factory workers, 4 office boys, 5 bus-boys or hospital attendants, 3 truck drivers, 2 truck helpers, 5 farmers, 2 sawmill workers, and 2 elevator operators. Of the 68 unemployed, 42 were in prison or serving a road sentence and 5 were in training schools. Four were physically and mentally unable to work, while the remainder of the unemployed had returned to school to continue their education.

The employment status is revealing and significant and indicative of the stability of the boys involved. Over two-thirds of the boys reporting employment indicated that it was full time. Almost one-fourth were employed part-time, with only 6 reporting seasonal work and 2 self-employment. One-fourth of the employed, or 25 boys, were reported to be in the armed forces. One hundred did not indicate their occupational status. Over one-half of the 30 engaged in full-time non-seasonal work were in the semi-skilled or skilled classification.

Table 16. Type of Employment and Occupational Status of Boys

Occupational Status	Total	Employment Status						In mili- tary ser- vice	Not report- ed
		Deceased	Unem- ployed	Non-sea- sonal Full time	Non-sea- sonal Part time	Sea- sonal	Self employ- ment		
Total	272	5	68	52	16	4	2	25	100
Deceased	5	5	xx	xx	xx	xx	xx	xx	xx
Unemployed	68	xx	68	xx	xx	xx	xx	xx	-
Street trades 1/-	4	xx	xx	2	2	-	-	xx	-
Factory hand	8	xx	xx	1	3	4	-	xx	-
Office boy	4	xx	xx	4	-	-	-	xx	-
Helper to unskilled worker	6	xx	xx	6	-	-	-	xx	-
Helper to semi- skilled or skilled worker	2	xx	xx	2	-	-	-	xx	-
Busboy, waiter, or other restaurant hand	5	xx	xx	3	2	-	-	xx	-
Other 2	62	xx	xx	30	5	-	2	25	-
Not reported	108	xx	xx	4	4	-	-	-	100

6/Newsboy, errand-boy, bootblack, messenger, peddler.
2/Includes the 25 boys serving in the armed forces.

Type of Employment and Weekly Earnings

It would be almost impossible to ascertain, from the data secured in this study, whether the training secured at Morrison was of value in assisting the boys to obtain specified types of employment or its influence upon weekly earnings of the group. Some other factors which should be given consideration in this matter are the apparent youthfulness of the boys, mental and physical handicaps, and socio-economic conditions surrounding them. There are possibilities that all of these factors could have had a profound influence upon the group in their employment choice and weekly earnings.

It has been indicated in the preceding analysis that 108 boys did not report their employment status and type of employment in which they were engaged. Of the 164 boys for whom information was available, 68 were unemployed and 91 specified the types of employment. Weekly earnings were secured from only 66 cases. Of the 66 reporting, the most frequent earnings received were \$20.00 to \$24.99 weekly. The median earnings for the 66 boys were \$24.67.

It would be safe to assume that those boys with the larger weekly earnings would be engaged in skilled or semi-skilled types of employment. This was usually the situation. The following types of employment received the highest weekly earnings: mess attendant at sanitarium \$35.00, carpenter's helper and tobacco warehouse, truck-driver \$37.50, elevator operator \$32.50, construction company laborer \$40.00, orchestra leader \$45.00, automobile mechanic and bodywork \$45.00. The boys in the armed forces who had achieved advanced ratings were located in the highest salary brackets for the group.

Although a small number of these boys were able to secure employment which afforded compensation that compared favorably with the

general population, it must be considered that the period of their employment was during the war and there was a heavy demand for workers everywhere. The wages paid during this period were unusually high. The location of the boys had a far-reaching effect upon the types of employment and the weekly earnings. Practically every boy earning over \$25.00 per week was located in an urban area, while those receiving the lower earnings were in rural areas.

Table 17. Occupational Status and Weekly Earnings

Occupational status	Total	Weekly earnings								Not reported
		None	\$10.00 to \$14.99	\$15.00 to \$19.99	\$20.00 to \$24.99	\$25.00 to \$29.99	\$30.00 to \$34.99	\$35.00 or more		
Total	272	73	6	13	15	10	11	11	133	
Deceased	5	5	xx	xx	xx	xx	xx	xx	xx	
Unemployed	68	68	xx	xx	xx	xx	xx	xx	xx	
Street trades 1/	4	-	1	-	1	-	-	-	2	
Factory hand	8	-	-	-	1	1	2	1	3	
Office boy, stock-boy, clerk, bellhop-	4	-	-	1	-	-	1	-	2	
Helper to unskilled worker	6	-	1	-	1	-	-	3	1	
Helper to semi-skilled or skilled worker	2	-	-	-	-	-	-	1	1	
Busboy, waiter or other restaurant hand	5	-	2	-	-	2	-	-	1	
Other	62	-	2	11	12	7	8	6	16	
Not reported	108	-	-	1	-	-	-	-	107	

1/Newsboy, errand boy, bootblack, messenger, peddler.

Length of Time Boys Have Worked Since Release From Morrison

The period of time the boys had worked since their release was not reported in 189 or 69.5 per cent of the cases. Of the 83 reporting the period of time worked, the usual length of time worked was 1 year but less than 2. There were 17 boys who had never worked and 36 who had worked less than one year.

The length of time a boy had worked and the time elapsed since released from the training school were in marked contrast. Only one boy for whom these data were reported was known to have worked for as many years as he had been out of the training school (Table 18). This is revealing because over one-half of the boys were released from the training school between 1942 and 1945 when there were unprecedented employment opportunities available. During the period of the study there was an acute need for all types of man power. Practically anyone who was employable and desirous of securing work could have had a job of some type.

Table 18. Length of Time Boys Have Worked on All Jobs, by Length of Time Since Release From Training School

Length of time boy has worked	Total	Time elapsed since released from training school					
		6-11 mos.	1 yr. less than 2	2 yrs. less than 3	3 yrs. less than 4	4 yrs. less than 5	5 yrs. or more
Total-----	272	1	9	28	39	64	101
Boy has never worked--	17	-	3	3	3	3	5
Less than 6 months----	19	-	-	4	3	6	6
6-11 months-----	15	-	-	3	4	4	4
1 year but less than 2	23	-	1	1	1	8	11
2 years but less than 3	7	-	-	3	-	-	4
3 years but less than 4	1	-	-	-	-	-	1
4 years but less than 5	1	-	-	-	-	1	-
Not reported-----	189	1	5	14	28	42	70
							29
							30

Number of Jobs Held by Boys and Total Time All Jobs Held

The number of jobs held and the total time all jobs were held may be used as a barometer of the stability of the boys and to an extent some indication of the progress of their adjustment. Numerous studies have indicated the precarious position occupied by the Negro in the economic structure - "He is the last hired and the first fired." However, as has been indicated, these boys were released during a period of unprecedented job opportunities for all people. It may be safe to assume that if an individual did not work for a length of time and changed jobs frequently, he lacked stability. The number of jobs held and the total time all jobs were held were affected to some extent by the boys entering the armed forces. There are not sufficient data available to attempt to make a definite or objective statement on this matter.

Information as to the number of jobs held was obtained for only 93 boys. Of the 93 boys, 17 had never held a job, 21 had had one job, 22 had held two jobs, 13 had held three jobs and 20 had held 4 or more jobs.

On the basis of the relatively large number of jobs held in a short period of time, the boys were irregular in their work. Some of the boys were engaged in seasonal employment over which they had very little or no control.

There are possibilities that the short periods of time on jobs and frequent changes were responsible for the unskilled types of employment held by the boys because they were unable to advance themselves or master semi-skilled or skilled vocations. Of the 83 on whom information was obtained as to the total time worked on all jobs, 34 had worked less than one year, 23 had worked 1 year, 9 had worked 2 or more years, and 17 had never worked.

Table 19. Number of Jobs Held Since Release From Training School and Total Time All Jobs Held

Number of jobs held	Total	Total time all jobs held							Not reported
		Never worked	Less than 6 mos.	6-11 mos.	1 yr. less than 2	2 yrs. less than 3	3 yrs. less than 4	4 yrs. less than 5	
Total----	272	17	19	15	23	7	1	1	189
No. jobs held----	17	17	xx	xx	xx	xx	xx	xx	xx
1 job held-----	21	xx	3	4	5	5	1	1	2
2 jobs held-----	22	xx	6	5	10	1	-	-	-
3 jobs held-----	13	xx	4	3	3	1	-	-	2
4 jobs held-----	11	xx	5	-	4	-	-	-	2
5 jobs held-----	4	xx	1	2	-	-	-	-	1
6 or more jobs----	5	xx	-	1	1	-	-	-	3
Not reported----	179	xx	-	-	-	-	-	-	179

Church and Committee Membership of Boys

A follow-up study of the part played by religion in molding patterns of behavior and deterring the juvenile delinquents in their anti-social behavior would be revealing. It is very difficult to determine, except by the relatively unsatisfactory index of church attendance, the influence of the church and religion in the lives of these boys. North Carolina's Negro population is a church-going group. The State ranked fourth in the United States in Negro church membership in 1936. The State's total Negro church membership totalled 434,951, or approximately one-half of the Negro population in North Carolina. North Carolina's Negro church membership is relatively young; approximately one-half of the total membership falls in the age ranges of 9 to 16 years old.¹¹

The Morrison boys did not follow the pattern of the Negroes in the general population in church membership and committee membership. Of the 272 boys, only 25.7 per cent stated that they had church membership, 41.5 per cent stated that they did not have church membership, and 32.8 per cent did not report their status as to membership.

It has been generally accepted that the Negro is highly religious and emotional and that the group participates almost unanimously in church membership. The membership on church committees follows the same pattern as church membership. Very few of the boys who held church membership belonged to committees. It must not be overlooked that these boys are from the homes which are not conducive to a deeply religious way of life and apparently the training school experience had had little effect in increasing religious activities.

¹¹Religious Bodies, 1936, Vol. 1, Bureau of the Census, pp. 793, 864, and 890.

Table 20. Number of Boys Having Membership
in Church and on Church Committees

Church membership	Total	Church committees		
		Yes	No	Not reported
Total-----	272	8	167	97
Yes-----	70	8	54	8
No-----	113	-	113	-
Not reported-----	89	-	-	89

Leisure-Time Activities and Club and Organization Membership of Boys

An important aspect of any follow-up study as a basis for determining the apparent adjustment of an individual is the use of leisure time. The boys in this study were at the age when they possessed an abundance of energy which if not guided into wholesome recreational channels is likely to be directed into unwholesome or harmful pursuits. The absence of wholesome recreation and character-building organizations among the general population has long been one of the more serious problems of the state. The almost complete dearth of character-building organizations for Negroes -- Y. M. C. A.'s and Y.W.C.A.'s, Boy Scouts -- gives some idea of the remissness of the thinking of the people relative to the importance of recreation programs and organizations for leisure-time pursuits.

It is particularly important that children should have decent and constructive leisure-time outlets, and especially is this true for those who have reflected unaccepted behavior patterns. Many of them are from homes of marginal economic status. Usually these homes are not conducive to developing well-rounded personality and character. Constructive leisure-time activities not only help to keep individuals out of questionable areas and associations with undesirable companions but also afford a means for the much-needed expenditure of youthful energy.

Over one-half of the boys did not report any recreational activities; therefore, it was not known whether they had a favorite recreational activity. Of the 134 reporting, 71 selected more than one type of recreational activity. Movies were cited most frequently, dancing and outdoor sports second, and reading third. Other activities were playing in high school bands, music, boxing, swimming, billiards, wrestling, playing,

Table 21. Favorite Recreational Activities
and Membership in Clubs and Organizations

Favorite recreational activities	Total	Membership in clubs and organizations							
		None	Boy Scouts	4-H clubs	YM CA	Athle- tic club	Other	Two or more	Not reported
Total	272	127	4	1	1	2	19	1	117
Outdoor sports	7	-	-	-	-	-	3	-	4
Reading	2	2	-	-	-	-	-	-	-
Indoor games	-	-	-	-	-	-	-	-	-
Dancing	7	3	-	-	-	-	1	-	3
Movies	40	31	1	-	-	-	5	-	3
Other	7	3	-	-	-	-	2	-	2
More than one	71	44	3	1	1	2	8	1	11
Not reported	138	44	-	-	-	-	-	-	94

checkers, and cards. The number selecting indoor sports was small, which may be due to the almost complete absence of community centers or recreation facilities for indoor activities. The homes of the majority of these boys are not attractive and are without facilities such as radios, or other modern conveniences that would be conducive to encouraging the boys to remain there for recreational purposes. They must go elsewhere to secure activities for leisure-time pursuits.

It is safe to assume that a large percentage of the boys had never been absorbed into organized programs for the use of leisure time because of the absence of these organizations and programs throughout the state for Negroes. North Carolina is predominantly a rural state and the bulk of its Negro population is located there. In 1943, branches of the Y.M.C.A. were located in 3 cities in the state - Charlotte, Greensboro, and Winston-Salem. Boy Scout troop headquarters were located in 12 cities and reported 197 troops. In 1942, there were 37 counties with Negro divisions of 4-H Clubs with a total membership of 27,360 Negro boys and girls.¹²

One hundred and fifty-five boys reported their status in club membership and organizations. Of the number reporting, only 28 held membership in clubs and organizations. For the 28 holding membership in clubs and organizations, 19 were in such organizations as community center, school patrol, high school athletic club, boys' clubs, art club, American Legion, baseball club, shoe-shine club, youth center, Home Security Society, Young Folk Christian League, and Elks. The other 9 were in Boy Scouts, athletic club, 4-H club, and Y. M. C. A.

¹²Larkins, John R., The Negro Population of North Carolina, North Carolina State Board of Public Welfare, Raleigh, 1944.

None of the boys was known to have membership in any club, organization or recreational activities which could be classified as negative or harmful. It may be presumed that a number did engage in questionable recreational activities and joined organizations which are looked upon as "being outside of the law". Several of the boys were located in places under the surveillance of the police, operated by individuals with long police records. Some boys were engaged in gambling games with cards, dice, and other methods of chance during the interview. The high rate of recidivism among the boys reflects some of the harmful and undesirable leisure-time activities which resulted in additional trouble.

Community in Which Boys Are Now Living and People With Whom They Are Living

Many of the boys when committed to Morrison had reflected socially undesirable behavior over a period of time. Numerous socio-economic factors were responsible for their plight. The possibilities of the influence of environmental conditions on the boys have already been suggested. With all of the undesirable features of the community from which he was committed, did the boy return to this community or did he go elsewhere? It is not possible to determine whether the boy met with others at Morrison from various communities who influenced him to leave for a better environment. On the basis of the data secured, the mobility among the Morrison boys was relatively high. One hundred and ninety-four did not live in the same community at the time of the study as at the time of commitment. Only 78 were living in the same community as at time of commitment. Of the 78, about two-thirds were in the same neighborhood and one-third in a different neighborhood.

With whom the boy returned to live after his training school experience is a question of importance in any follow-up study, because in some cases the home from which he was committed was responsible for his behavior. The high incidence of divorce, desertion, separation, and death of the parents of these boys has been indicated in Table 9 as well as the large number of boys born out of wedlock.

The majority of the boys (184) returned to the same people as prior to commitment. Forty-five of the boys did not live with the same people as before commitment, and 43 did not indicate with whom they were living. Of the 184 living with the same people, 120 did not live in the same community. Of the 45 not living with the same people, 33 lived in a different community.

Table 22. Community in Which Boys Are Now Living
and People With Whom They Are Living

Community in which boy is now living	Total	People with whom boy is living		
		Same people as before commitment	Not same people as before commitment	Not reported
Total	272	184	45	43
Same community living in at time of commitment				
In same neighbor- hood	56	49	7	-
In different neighborhood	22	15	5	2
Different community from that at time of commitment	194	120	33	41

Relationship of People With Whom Boys Are Now Living

The type of family with which the boy is living at present has possibilities of affecting his adjustment. The Morrison boy came from a home where there was much economic and emotional insecurity. The general conditions of the communities were not the best for producing good citizens and afforded very little in the area of cultural advantages. Although 28 per cent of the parents were married and 3 per cent did not report the marital status of the home, there were 69 per cent of the boys who came from homes where the parents were unmarried, separated, deserted, divorced, or one or both parents deceased.

The post-institutional data reveal that 66 per cent of those on which data were secured lived with other than parents or relatives. Approximately 23 per cent lived with parents, 11 per cent with relatives.

One hundred and fifty-two boys lived with other than parents or relatives; however, a large number of the boys had become involved in trouble on numerous occasions and were placed in foster homes or different neighborhoods.

Table 23. Relationship of People With
Whom Boy Is Now Living

Relationship	Total	People with whom boy is living		
		Same people as before commitment	Not with same people as before commitment	Not reported
Total	272	184	45	43
Parent	54	52	1	1
Relative	25	18	7	0
Other	152	107	36	9
Not reported	41	7	1	33

Summary and Conclusions

Whatever value may be attached to this follow-up study of Morrison Training School boys lies in the light it throws on the adjustment they have made since release from the institution. Taking into account the data on court hearings since release, employment history, and leisure-time activities, it is evident that the majority of the boys on whom it was possible to secure data did not make a satisfactory adjustment. Some of the findings have been contrary to what might have been expected. The large number of recidivists among the boys was disturbing. Although it has been frequently claimed that a large percentage of the boys and girls "succeed" or make a satisfactory adjustment in their post-institutional life, this was not the case with the Morrison boys for the period of this study. The high rate of recidivism among the group reflects the unsatisfactory adjustment.

The findings included in this study, based upon exhaustive investigations, have revealed a disturbing state of affairs never previously demonstrated for the individuals released from this institution.

The distribution by place of residence of the boys committed to Morrison and the total Negro population of boys, 10 to 19 years old, were in marked contrast. The majority of the boys committed to Morrison were from urban areas while the bulk of the population of similar ages was located in the rural areas. The urban areas contributed 78 per cent of the total number of boys committed to Morrison, while 76 per cent of the total Negro male population, eligible for commitment to the institution, was living in rural areas. It is difficult to make a definite statement on this situation; however, there are possibilities that there were more arrests for similar types of behavior in urban than rural areas. There are possibilities that the amount

of juvenile delinquency in the rural communities was small and it was more easily adjusted unofficially without juvenile court proceedings.

Morrison Training School operated according to its legal responsibilities with regard to age in the admittance of boys. Only 5 of the boys had been admitted at an age which exceeded the legal age. One hundred and fifty-seven boys or 58 per cent were admitted at ages 14, 15, and 16. There were 51 boys or 19 per cent admitted when 13 years old and 43 or 16 per cent who were admitted when 12 years old. Only 20 boys or 7 per cent were admitted from 9 to 11 years old.

The length of time the boys spent at Morrison was revealing. The average time that the boys were kept at the school was approximately 18 months. One hundred and seventy-three or 64 per cent of the boys spent 1 year but less than 2 years at the school which was about the average time. Seventeen per cent of the boys spent less than 1 year, 16 per cent spent 2 to 3 years, and the remaining 3 per cent spent 3 years or more.

The most frequent charge on which the boys were committed to Morrison Training School was some type of theft or larceny. One hundred and eighty-four or 68 per cent were committed for this offense. This covered any type of larceny or stealing including automobile theft, burglary or unlawful entry, and robbery.

Sixty-three per cent or 172 had appeared before the juvenile court more than once. After their release from Morrison Training School, the boys were not brought before the juvenile courts in any appreciable number. About one-third of the boys were 15 years of age and over when committed to Morrison; therefore, they would have been beyond the juvenile court age when released. This would mean hearings in other courts if they became involved in trouble.

Over three-fifths of the boys for whom the information was available had appeared before courts other than juvenile courts. The majority of these boys had been involved in trouble of a serious nature and served a prison or road term since release from Morrison. The types of offenses on which information was available were similar to those for which they were committed to Morrison. They were convicted for larceny, breaking and entering, burglary, and high way robbery.

Seventy-seven or 28 per cent of the boys did not have family members with crime and delinquency records. Criminality and delinquency were found to be generally present in 58 per cent of the families where information was available. Of the 105 boys for whose families there were records of crime and delinquency, the number of hearings for family members ranged from 1 to 6.

Two hundred and seventy-one of the boys were from families which had received assistance from a social service agency prior to commitment. Two hundred and forty of the families had been active cases with the county welfare department. Only 58 of the 272 families received financial assistance from the departments of public welfare. Over three-fourths of the boys and their families receiving aid from social agencies were service cases.

Over two-thirds (70 per cent) of the Morrison boys came from broken homes where one or both parents were absent because of death, or the parents were separated, divorced, or unmarried. In 28 per cent of the cases the boys' parents were married. In a few cases marital status was unknown.

The low economic status of the families was indicated by the types of employment of the parents. Information on the employment status of the boy's father was available in about two-

thirds of the cases. Of the 4 fathers reported employed, most were engaged in day labor or other unskilled pursuits. Only one father was reported as operating a business of his own.

As in the case of the fathers, the majority of the mothers were employed. The bulk of all of the mothers were employed in personal and domestic service.

The Morrison boy, from data on educational achievement, was retarded. Of the 228 boys for whom information was available, 4 had not achieved one grade at time of commitment. For those reporting at time of investigation only one had not achieved a grade. Two hundred and thirteen boys had completed grades from the first through the seventh at time of commitment. Only 11 had gone beyond the seventh grade. However, for those where information was available after release, the figures do indicate that the boys went to school while in training school and made some progress.

The majority of the boys committed to Morrison Training School did not have psychological tests, so test results were available for only 66 boys. Of this number, only one had an I. Q. which could be classified as average.

Information was available on the marital or family status of 199 of the boys for the post-institutional period. The number of boys marrying after training school was low. There were 37 married; 159 single, and 3 separated by divorce, separation, or desertion. Over one-half of the single group was too young to marry. Seventeen of the discharges reported the paternity of children.

Over one-half (142) of the boys reported that they did not have military service. Of this number, one-fourth were too young as they were under 18 years of age. Of the 92 having military

experience, about two-thirds (63) were in the army and one-third (26) in the navy. The largest number of the boys (32) served 2 years but less than 3.

The progress of the boys in the armed forces was not very rapid. In the army, 12 of the boys advanced to the rank of sergeant, 9 advanced to corporal, and 34 did not advance beyond the rank of private. In the navy, only 5 were able to advance to the rating of petty officer, while 12 were apprentice seaman.

One hundred and eight of the boys did not report their employment status. Sixty-eight reported they were unemployed, while 99 reported they were employed. Of the 99 reporting employment, 52 were full-time and 16 were part-time non-seasonal. Twenty-five were in the armed forces. The types of occupation reported by the boys were revealing: automobile mechanic, cook, baker, shoe repairer, boxer, musician, factory worker, plasterer, brick-layer, carpenter's helper, truck driver, butcher, clothes presser, street trade, and general laborer.

The weekly earnings of the boys were secured for 66 cases. Of the 66 reporting, the most frequent earnings received were \$20.00 to \$24.99 weekly. The median earnings for the 66 boys were \$24.67. The boys receiving the highest weekly earnings were engaged in skilled or semi-skilled types of employment. The following types of employment received the highest weekly earnings: orchestra leader \$45.00, automobile mechanic and body work \$45.00, carpenter's helper and tobacco warehouse truck-driver \$37.50, mess attendant at sanitarium \$35.00, and elevator operator \$32.50. There is not a close correlation between the training received at the institution and the type of employment secured by the boys after release.

The length of time since release from the training school and the total length of time worked show marked variation. Although 103 of the boys

had been released from 3 to 5 years, only 9 had worked a similar period of time. There are possibilities of the youthfulness of the group having some influence upon this situation.

Information on the number of jobs held was obtained for 93 boys. Of the 93 boys reporting, 17 had never held a job, 21 had had one job, 22 had held two jobs, 13 had held three jobs, and 20 had held four or more jobs.

The Morrison boys did not follow the pattern of the Negroes in the general population in church membership and committee membership. Almost two-thirds reporting on this item did not claim membership in a church. One hundred and sixty-seven reported that they did not belong to any church committee.

Over one-half of the boys did not report recreational activities. Of the 134 reporting, 71 gave more than one type of recreational activity. Practically all the boys reported the movies; dancing and outdoor sports came second and reading third.

Of the 155 boys contributing data on membership in clubs and organizations, 28 reported membership as follows: community center, school patrol, high school athletic club, boy's club, art club, American Legion, baseball club, shoe-shine club, youth center, Home Security Society, Young Folk Christian League, Elks, 4-H Club, and Y. M. C. A.

The majority of the boys committed to Morrison did not return to the home communities after release. One hundred and ninety-four did not live in the same community as at time of commitment. Only 78 were living in the same community as at time of commitment.

About two-thirds (184) returned to the same people as prior to commitment and 45 did not live

with the same people. The others did not report on this item.

Who is to blame for the unsatisfactory adjustments manifested by the Morrison boys? Is Morrison Training School responsible because of an inadequate program which is not geared to meet the needs of the boys? Is there a lack of adequate supervision on the part of the agencies when the boys return? Are the community attitudes and reception of the boys hostile? Are there attempts to prepare the boy for returning to the community and the community to receive the boy? Or does the fault rest largely with the boys who have been victims of environmental background and physical or mental heritage? It is safe to presume that he is part and parcel of all of these and each made a contribution to the final product. Usually the delinquent is handicapped not by one or two counts but by many.

It can not be stated definitely who failed and at what point; however, Elliott and Merrill in Social Disorganization indicated the following: "A treatment of delinquency has in the past been largely a failure. Even more than this, correctional institutions often might be designated as schools of crime. Stigma and shame are heaped upon the young persons so as to make them bitter and defiant. The schooling in delinquency which such institutions make possible through congregate experience is in itself a major explanation of the development of new techniques - sometimes almost to a point of professional pride."¹³ It would not be fair to apply the above statements to Morrison Training School because of the influence of the institution upon the adjustment of those who have been there is a matter of conjecture.

¹³Elliott, Mabel A. and Merrill, Francis E., Social Disorganization, New York, Harper and Bros., 1941.

All of this analysis gives us some realization of the complex nature of behavior patterns. There are not any conclusive evidences of the causal relationship between wages, occupations, intelligence, or even previous home environment and later adjustment; however, there are possibilities that the behavior problems have been largely conditioned by the boy's individual make-up or personality plus environmental circumstances which furnished the stimulus to his behavior.

With a full realization of the handicaps of the boys, physically, mentally, socially, and economically, committed to Morrison Training School and an acute awareness of the difficulties under which the institution operates and recognizing the changes in the nation and state during the past several years, the following conclusions are drawn which may be of value to institutions of Morrison's type and individuals interested in the improvement of programs for the rehabilitation of the delinquents.

(1) Too few boys made a satisfactory adjustment and far too many became involved in further delinquencies and crime. These boys committed practically the same crimes or delinquencies after their release from the training school as they did before commitment. The most frequent charge on which boys were arrested after release from Morrison was some type of theft. About two-thirds involved in post-institutional trouble were arrested for this reason. This was the same charge on which the majority were committed to Morrison Training School. There was an increase in the number arrested for assault and battery or fighting in the post-institutional period.

(2) The extent to which the boys' subsequent adjustment was facilitated by the training school experience is only conjecture. The training and discipline offered by the institution should have had some constructive effect on the individuals; however, data did not provide any tangible ways of measuring it.

(3) The lack of factual information by the institution, some public welfare departments, and juvenile courts and the inadequate records kept on the boys also served as a deterrent in the securing of an objective picture of the extent of adjustment.

(4) The absence of psychological test results and educational records prevented the training school from meeting the needs of the boys as adequately as it should. The almost total disregard of the mental and physical handicaps of the boys may have been of far-reaching influence and should be given more consideration in future training and treatment.

(5) From the investigations and the knowledge secured on many of the boys along with scientific modern understanding of delinquency, many hazards of this period could have been averted had the boys had the advantages of expert direction and supervision. Often the boy returned to his community or another community without supervision and guidance in this trying period of readjustment. Many of them had emotional and mental defects which needed highly specialized treatment based on individual needs.

(6) There are not any doubts that the institutional training and experience of a number of the boys assisted them in making a satisfactory adjustment. To what extent is not possible to determine objectively, but there is an acute need to develop a program of close supervision and the keeping of adequate records on the boys during the pre- and post-institutional life as well as during the time they are in the institution.

(7) If the types of employment are an indication of the vocational training offered at the institution and influence the choice of occupations, it must be concluded that more adequate vocational training and guidance based upon the boy's ability and interest should be instituted at Morrison.

It must be considered that the Negro delinquent boy of North Carolina in training schools is to a large extent an urban problem. These boys, after release from the institution, return to urban areas; therefore, this should be given attention in the planning of vocational training and guidance. A farm program is inadequate.

(8) Serious consideration should be given to the causation of delinquency and crime in the pre- and post-institutional histories of these boys. It is difficult to determine the influences of isolated factors on the problems of behavior. In the area of human behavior, not much progress can be expected without knowledge of the causes of delinquency and crime. Too long have we accepted and proceeded to treat behavior in our institutions based upon casual theories and limited scientific knowledge. The training school's importance and contribution have been grossly over simplified. Too often it has been accepted by the general public that if an individual is committed to a training school, he will return to society greatly benefited by the institutional experience.

(9) North Carolina is desirous of developing a well-rounded and comprehensive institutional program for the intelligent treatment of the problems of its delinquent population. This program will involve the application of scientific knowledge, adequate facilities which would include well-trained personnel, guidance, and vocational training in the institution. From all available information, the Morrison boys did not have the advantages of an adequate program of institutional services.

(10) There is a need for changes in the attitudes and philosophy of the general public toward the individuals who have been in training schools. It is hoped that these changes may be brought about through an intensive program of education and interpretation of the causation of delinquency.

Whenever the general population understands these things and is desirous of improvement, there are excellent possibilities of changes in our legal machinery and social resources which will come only with enlightened public conscientiousness and social thinking.

(11) Morrison has worked conscientiously to gear its program to meet the needs of the boys who are committed there. The institution continues to go forward in its program of training and rehabilitation. Yet it lags in what might be accomplished if there were adequate funds and trained personnel for a well-rounded program. How will the people of North Carolina accept these situations and the findings of this study? Upon the citizens rests the amount of progress and the contribution the institution will be able to make in the future.

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Appendix
Morrison Training School Study Schedule
and
Instructions For Filling

Inst. DPW-ST-R4

Unit of Work Among Negroes
State Board of Public Wel-
fare, Raleigh, North CarolinaInstructions for Preparation of Form
DPW-ST-R4A Study of the Adjustment of Negro BoysDischarged From State Training SchoolJuly 1, 1940 - June 30, 1945Purpose

A study of the adjustment of Negro boys discharged from the state training school is being undertaken as a means of securing information on the boys after their release from the institution. This information is needed to show their adjustment and to determine, if possible, to what extent their training school experiences have brought permanent improvement in their behavior, whether the experiences in the training school assisted them in securing employment, and their present activities. This information should indicate, to a great extent, how successful the institution has been in directing the activities of these boys into constructive channels. It will also give some indications as to the strengths and weaknesses of the present training program at this institution with regards to gearing the program to meet as nearly as possible the total needs of the boys.

Scope

Morrison Training School, the state supported institution, located at Hoffman, North Carolina, is charged with the responsibility of training and caring for boys between the ages of twelve and sixteen committed by the juvenile courts. Since its establishment in 1925, thousands of boys have received training. There has not been a follow-up study on the progress and

adjustment made by these boys. The data for this study are to be secured from information in the office of the Division of Institutional and Protective Services, North Carolina State Board of Public Welfare, case records at the Morrison Training School, investigations by staffs of local departments of public welfare, juvenile court and probation officers, individuals in the community where the boy lives, and personal interviews with boys.

The boys released in this study cover a period of from one to five years. Any boy who has been committed to the institution and released for a period of from a one to five year period is to be included, i.e. all boys released between July 1, 1940, and June 30, 1945.

If the boy has been committed to the institution on more than one occasion, this study is interested in the most recent commitment. Whenever information on any item is unknown, enter NR meaning not reported.

Item A. Name of boy - Enter full name of boy for whom the schedule is filled.

Address: Enter present address.

Section I. To be answered from training school records and county welfare department records:

Item B. Age when admitted to training school - Give age when admitted to the training school. Age should be expressed in number of years, disregarding months. For example, a boy 15 years, 11 months at the time of commitment should be shown as 15 years of age.

Item C. Date of last Commitment - Enter month, day, and year of commitment. If there has been more than one commitment, use only the date of the most recent commitment.

Item D. Date of release - Enter month, day, and year of release from the training school. The boy will usually be released but under supervision of the county department of public welfare.

Item E. Date of discharge - Enter month, day, and year of release from the training school. Date of discharge means the date on which the institution formally discharges the boy and the boy is no longer under supervision of the welfare department.

Item F. Charge on which boy was committed to the training school - Circle appropriate code to indicate the reason for committing the boy to the training school. If there was more than one reason circle the most significant reason.

Code 01. Automobile theft - Circle code if reason referred is the theft of an automobile but not the stealing of automobile accessories, parts, robes, blankets, parcels, and so forth that were removed from an automobile. Include the operation of an automobile without the permission of its owner (including the unauthorized use of an automobile for the purpose of joy riding).

Code 02. Burglary or unlawful entry-Circle code if reason referred is burglary, breaking and entering, house-breaking, and unlawful entry.

Code 03. Robbery - Circle code if reason referred is highway robbery, and stealing or attempted stealings from a person if the stealing was accompanied by intimidation or violence.

Code 04. Other Theft - Circle code if reason referred is any type of larceny or stealing not included under codes 01, 02 and 03. Include picking pockets, shoplifting, stealing automobile accessories or parts or stealing articles from an automobile, stealing from persons in the

child's home, stealing coal, food, and so forth. Also include forgery, fraud, embezzlement, extortion, obtaining money under false pretenses, counterfeiting, check raising, passing bad checks, blackmail, receiving stolen property, stealing a bicycle or a motorcycle, or operating a motorcycle without the permission of its owner.

Code 05. Truancy - Circle code if reason referred is absence from school due to the child's willfulness. Do not include the child's absence from home, which should be classified under code 06, "running away."

Code 06. Running away - Circle code if reason referred is running away from home or escaping from an institution. Include cases in which the child has been brought into court because of a single act of running away from home. If, however, the child stays away from home repeatedly at hours during which he is expected to be at home, the case should be classified under code 07, "being ungovernable."

Code 07. Being ungovernable - Circle code if reason referred is generally unsatisfactory behavior. Include cases in which the child is beyond parental control or is generally incorrigible, and cases in which the child shows violent general behavior, stays out nights, stays away from home, or uses vile or abusive language.

Code 08. Sex offense - Circle code if reason referred is unlawful intercourse, prostitution and allied offenses, being an inmate of a house of prostitution, unmoral relations with persons of the same sex, the enticing of minors for immoral purposes, cases of disorderly conduct when this term is used to designate a sex offense, cases of rape or indecent assault.

Code 09. Injury to person - Circle code if reason referred is injury, attempted or threatened injury to a person, accidental injury to a person (including an injury resulting from an automobile accident), homicide, assault, assault with intent to kill.

Code 10. Act of carelessness or mischief - Circle code if reason referred is destruction of public or private property, such as trespassing, setting fires, arson, mutilating books. Include cases of disturbing the peace, committing a nuisance, and disorderly conduct (not involving a sex offense), such as discharging firecrackers, fighting, quarreling, throwing stones, window peeping, indecent exposure, etc. Include cases of malicious mischief and other cases of mischief, such as playing ball in the streets, swimming in the nude, carrying concealed weapons, discharging firearms, gambling, stealing animals, tampering with the mails.

Code 11. Traffic violation - Circle code if reason referred is a traffic regulation or law relating to motor vehicles, such as operating an automobile without proper license plates or without a driver's permit, parking in a restricted area, speeding, reckless driving, operating an automobile while intoxicated, riding a bicycle without a light or a bell.

Code 12. Delinquent behavior not specified above - Circle code if reason referred is other than that specified in codes 01-11. Include violations of liquor laws, drug or narcotic laws, curfew laws, or fish or game laws. Also include cases of intoxication, using marijuana, begging, loitering, loafing, vagrancy (not involving a sex offense), slander, lying, resisting the police, assisting in an escape from jail.

Code 13. Violation of probation - Circle code if reason referred is violation of probation.

Item G. Juvenile court history-This item should show the complete juvenile court history of the boy prior to and following release from training school.

a. Prior to and including last commitment-Enter date of hearing, charge, and disposition for each hearing before the juvenile court. If boy was sent to the training school, give dates of commitment, release and discharge.

b. Since discharge from last commitment-Enter date of hearing, charge, and disposition for each hearing before the juvenile court since discharge.

Item H. Experience in other courts-If boy has had any experience in courts other than the juvenile court, enter type of court, date of hearing, charge, and disposition.

Item I. Crime and delinquency records of other members of boy's family - Enter crime and delinquency records of other members of boy's immediate family - i.e. parents, brothers, sisters, or grandparents - at any time. State relationship of family members to boy, charge, disposition, and date brought before the court.

Item J. Aid from social agencies-Enter name of agency, dates aid received, and the type of aid received. Aid includes financial assistance and service, public and private, which the boy or his immediate family has received at any time.

Item K. Marital status of boy's parents-Circle appropriate code showing marital status of boy's parents. Parents refer to boy's real parents and do not include adoptive or step-parents. This item refers to the marital status of the parents at the time of the boy's commitment to the training school.

Code 0. Married - Circle if the boy's parents are married.

Code 1. Divorced, separated, or deserted - Circle if the boy's parents are divorced, separated, or deserted. If the death of one of the parents occurs after divorce, separation, or desertion, this code should be circled regardless. If both parents die subsequent to divorce, separation, or desertion, code 3 should be circled.

Code 2. Unmarried - Circle if the parents are not married. If one parent dies subsequent to the birth of the boy, this code should still be circled.

Code 3. Both parents dead - Circle if both parents are dead.

Code 4. Father dead - Circle only if none of the items listed above applies.

Code 5. Mother dead - Circle only if none of the items listed above applies.

Code 6. Other - Circle if the marital status of parents is other than any listed in the above items.

Code 7. Not reported - Circle if the marital status of parents is unknown.

Item L. Type of employment of father at time of boy's commitment - Specify type of employment of the boy's father at the time the boy was committed to the training school.

Item M. Type of employment of mother at time of boy's commitment - Specify type of employment of the boy's mother at the time the boy was committed to the training school.

Item N. Place of residence- Circle approximate code showing place of residence of boy at the time of commitment to the training school.

Code 0. In urban area - Circle if boy lived in an incorporated place with a population of 2,500 or more according to the 1940 census.

In rural area

Code 1. Farm- Circle if boy lived on any tract of land (outside an incorporate area with 2,500 or more inhabitants on which agricultural operations are carried on if it (1) has 3 acres or more, or (2) produced \$250 worth of agricultural commodities even though the area be less than 3 acres.

Code 2. Nonfarm- Circle if boy lived outside an incorporate area with 2,500 inhabitants or more and did not live on a farm as defined above. In general, rural-nonfarm areas are villages, suburban areas, and small commercial centers which are not incorporated.

Item O. Last grade completed in school- Enter last grade completed in school by boy at the time of his commitment to the training school and at the time of the present investigation. If boy has had psychological tests, give IQ.

Section II. To be answered from interview with boy:

Item Pa. Marital status of boy - Circle appropriate code showing present marital status. Separation includes desertion as well as legal separation.

Item Pb. Date of marriage - Circle appropriate code. If boy has been married at any time, enter month and year of marriage. If boy has been married more than once, enter each date of marriage.

Item Q. Number of children - Enter number of children of the boy including legitimate and illegitimate children and adopted or step children.

Item R. Military experience - If boy has served in the armed forces, enter dates of service, branch of service, and ranks held.

Item S. Occupational status of boy - Circle appropriate code to show present occupational status.

Code 0. Unemployed - Circle code if boy is unemployed at the time of the investigation. Include boys unavailable for work as well as those available for work but unemployed. If the boy is temporarily unemployed due to illness, but has a job to return to, he should not be considered as unemployed. If he is unemployed give reason for his unemployment.

Employed -

Nonseasonal employment - Include all jobs, either full-time or part-time, that are not dependent for their continuation on seasonal factors.

Code 1. Full-time. - Use this code if boy is working 30 hours or more per week on a nonseasonal job.

Code 2. Part-time - Use this code if boy is working on a nonseasonal job or less than 30 hours per week.

Code 3. Seasonal employment - Use this code if boy has seasonal paid employment, e.g. work on a farm during the planting or harvesting season, with little likelihood of continuation of the job.

Code 4. Self-employment only - Use this code if boy has cash earnings from self-employment and does not have any other type of employment as specified in codes 1-3. Do not use this code if boy works in return for shelter or other income in kind.

Code 5. Unknown whether employed - Use this code if it is not known whether boy has a job at the time of the interview.

Item T. Type of employment - Make appropriate entry. If boy is employed, give job description showing the nature of his work. For example, newsboy, errand boy, bootblack, messenger, peddler, factory worker, office boy, helper to skilled or unskilled worker, etc.

Item U. Weekly earnings - Enter weekly earnings received on present job. If paid on a basis other than weekly, compute the weekly earnings.

For example:

- Boy receives 50¢ an hour: Multiply the usual number of working hours by 50¢ and this by the number of working days in the week.

Boy receives \$3.50 a day: Multiply the usual number of working days in the week by \$3.50.

Boy receives monthly salary: Divide monthly salary by $4 \frac{1}{3}$.

Boy receives yearly salary: Divide yearly salary by 12 and this amount by $4 \frac{1}{3}$.

Item V. Jobs held since release from training school and length of time each job was held - Enter for each job the type of job and

the length of time the job was held.

Item W. Church membership - Circle appropriate code to show whether boy is a member of a church.

Item X. Membership on church committees - Circle appropriate code. If this item is coded yes, specify the type or types of committees.

Item Y. Favorite recreational activities of boy - Circle one or more codes.

Item Z. Membership in clubs or organizations Circle one or more codes.

Item AA. Is boy now living in the community from which he was committed to training school? Community is defined as the city, town, or rural community in which the boy lived prior to his commitment to the training school. Circle appropriate code. If this item is coded no, give reason, such as family moved away, employment opportunities elsewhere, hostility of community toward the boy, etc. If this item is yes, circle appropriate code to show whether the boy is living in the same neighborhood as he was at the time of his commitment or a different neighborhood.

Item BB. With whom is boy living at the present time? Circle appropriate code. Parent includes a step-parent and parent by legal adoption. Relative includes grandfather, grandmother, brother, sister, step-brother, step-sister, uncle, aunt, grandfather-in-law, grandmother-in-law, great-grandfather, great-grandmother, brother of the half blood, sister of the half blood, brother-in-law, sister-in-law, adoptive brother, adoptive sister, uncle-in-law, aunt-in-law, great uncle, and great aunt. A

cousin is not counted as a relative. Other includes all persons who cannot be classified as parent or relative. Circle other when boy is married and living with his wife and children.

Item CC. With whom was boy living at the time of his confinement to the training school?
Circle appropriate code.

Section III. To be answered by investigators

Item DD. From interviews and data secured what type of adjustment do you think the boy has made? - Satisfactory? Unsatisfactory? Why?
If additional space is needed use another sheet of paper and attach to schedule.

Item EE. List the name and position of all individuals interviewed concerning the boy -
This will usually include employers, pastors, doctors, teachers, etc.

A STUDY OF THE ADJUSTMENT OF NEGRO BOYS DISCHARGED FROM STATE TRAINING SCHOOL
JULY 1, 1940 - JUNE 30, 1945UNIT OF WORK AMONG NEGROES
STATE BOARD OF PUBLIC WELFARE
RALEIGH, NORTH CAROLINAA NAME OF BOY _____ ADDRESS _____
(LAST) (FIRST) (MIDDLE) (STREET AND NUMBER) (CITY OR TOWN) (STATE)

DE	SECTION I: TO BE ANSWERED FROM TRAINING SCHOOL RECORDS AND COUNTY WELFARE DEPARTMENT RECORDS:	CODE	H EXPERIENCES IN OTHER COURTS:	CODE	L TYPE OF EMPLOYMENT OF FATHER AT TIME OF BOY'S COMMITMENT:
			TYPE OF COURT DATE OF HEARING CHARGE DISPOSITION		
B	AGE WHEN ADMITTED TO TRAINING SCHOOL _____		_____		
C	DATE OF LAST COMMITMENT _____		_____		M TYPE OF EMPLOYMENT OF MOTHER AT TIME OF BOY'S COMMITMENT: _____
D	DATE OF RELEASE _____		_____		
E	DATE OF DISCHARGE _____				
F	CHARGE ON WHICH BOY WAS COMMITTED TO THE TRAINING SCHOOL (CIRCLE MOST SIGNIFICANT REASON):		I CRIME AND DELINQUENCY RECORDS OF OTHER MEMBERS OF BOY'S FAMILY:		N PLACE OF RESIDENCE (CIRCLE ONE):
			RELATIONSHIP OF MEMBER TO BOY CHARGE AND DISPOSITION DATE		0 IN URBAN AREA
					IN RURAL AREA
					1 FARM
					2 NONFARM
01	AUTOMOBILE THEFT	09	INJURY TO PERSON		
02	BURGLARY OR UNLAWFUL ENTRY	10	ACT OF CARELESSNESS OR MIS-		
03	ROBBERY		CHIEF		
04	OTHER THEFT	11	TRAFFIC VIOLATION		
05	TRUANCY	12	DELINQUENT BEHAV-		
06	RUNNING AWAY		FOR NOT SPECI-		
07	BEING UNGOVERN-		FIED ABOVE		
	ABLE	13	VIOLATION OF		
08	SEX OFFENSE		PROBATION		
G	JUVENILE COURT HISTORY:		J AID FROM SOCIAL AGENCIES:		P MARITAL STATUS OF BOY (CIRCLE ONE):
	A PRIOR TO AND INCLUDING LAST COMMITMENT:		NAME OF AGENCY DATE AID RECEIVED TYPE OF AID		A 0 MARRIED 3 DIVORCED
	DATE OF HEARING CHARGE DISPOSITION				1 SINGLE 4 WIDOWED
					2 SEPARATED 5 NOT REPORTED
					B DATE OF MARRIAGE:
					0 HAS NOT MARRIED
					1 DATE OF MARRIAGE _____
					Q NUMBER OF CHILDREN _____
S	SINCE RELEASE FROM LAST COMMITMENT:		K MARITAL STATUS OF BOY'S PARENTS (CIRCLE ONE):		R MILITARY EXPERIENCE:
	DATE OF HEARING CHARGE DISPOSITION		0 MARRIED 3 BOTH PARENTS DEAD		DATE OF INDUCTION _____
			1 DIVORCED, 4 FATHER DEAD		DATE OF DISCHARGE _____
			SEPARATED, 5 MOTHER DEAD		BRANCH OF SERVICE _____
			OR DESERTED 6 OTHER		RANKS IN ARMY _____
			2 UNMARRIED 7 NOT REPORTED		

(OVER)

CODE	S OCCUPATIONAL STATUS OF BOY (CIRCLE ONE):	CODE	Y FAVORITE RECREATIONAL ACTIVITIES OF BOY:										
	0 UNEMPLOYED (REASON): _____ _____ EMPLOYED NONSEASONAL EMPLOYMENT 1 FULL-TIME 2 PART-TIME 3 SEASONAL EMPLOYMENT 4 SELF-EMPLOYMENT 5 UNKNOWN WHETHER EMPLOYED		1 OUTDOOR SPORTS 5 MOVIES 2 READING 6 OTHER (SPECIFY): _____ 3 INDOOR GAMES 4 DANCING 7 NOT REPORTED										
T	TYPE OF EMPLOYMENT (GIVE DESCRIPTION): _____ _____	Z	MEMBERSHIP IN CLUBS OR ORGANIZATIONS: 0 NO 6 HJ Y 1 BOY SCOUTS 7 ATHLETIC CLUB 2 FOUR H CLUB 8 OTHER (SPECIFY): _____ 3 YMCA 4 RED SHIELD 5 NEW FARMERS OF AMERICA										
U	WEEKLY EARNINGS: \$ _____ (IF PAID ON A BASIS OTHER THAN WEEKLY, COM- PUTE WEEKLY EARNINGS. SEE INSTRUCTIONS.)	AA	IS BOY NOW LIVING IN THE COMMUNITY FROM WHICH HE WAS COMMITTED TO TRAINING SCHOOL? 0 NO (GIVE REASON): _____ _____ YES 1 IN SAME NEIGHBORHOOD 2 IN DIFFERENT NEIGHBORHOOD										
V	JOB(S) HELD SINCE RELEASE FROM TRAINING SCHOOL AND LENGTH OF TIME EACH JOB WAS HELD: 0 NO JOBS HELD SINCE RELEASE <table border="1"> <thead> <tr> <th>JOB(S) HELD</th><th>TIME HELD</th></tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	JOB(S) HELD	TIME HELD									BB	WITH WHOM IS BOY LIVING AT THE PRESENT TIME? 0 PARENT 1 RELATIVE 2 OTHER
JOB(S) HELD	TIME HELD												
W	CHURCH MEMBERSHIP (CIRCLE ONE): 0 NO 1 YES	CC	WITH WHOM HAS BOY LIVING AT THE TIME OF HIS COMMITMENT TO THE TRAINING SCHOOL? 0 WITH SAME PEOPLE AS BEFORE COMMITMENT 1 NOT WITH SAME PEOPLE AS BEFORE COMMITMENT										
X	MEMBERSHIP ON CHURCH COMMITTEES: 0 NO 1 YES (SPECIFY): _____ _____ _____	SECTION III: TO BE ANSWERED BY INVESTIGATORS: DD FROM INTERVIEWS AND DATA SECURED WHAT TYPE OF ADJUSTMENT DO YOU THINK THE BOY HAS MADE? SATISFACTORY? UNSATISFACTORY? WHY: _____ _____											
		EE LIST THE NAME AND POSITION OF ALL INDIVIDUALS INTERVIEWED CONCERNING THE BOY _____ _____ _____											

UNIVERSITY OF N.C. AT CHAPEL HILL



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